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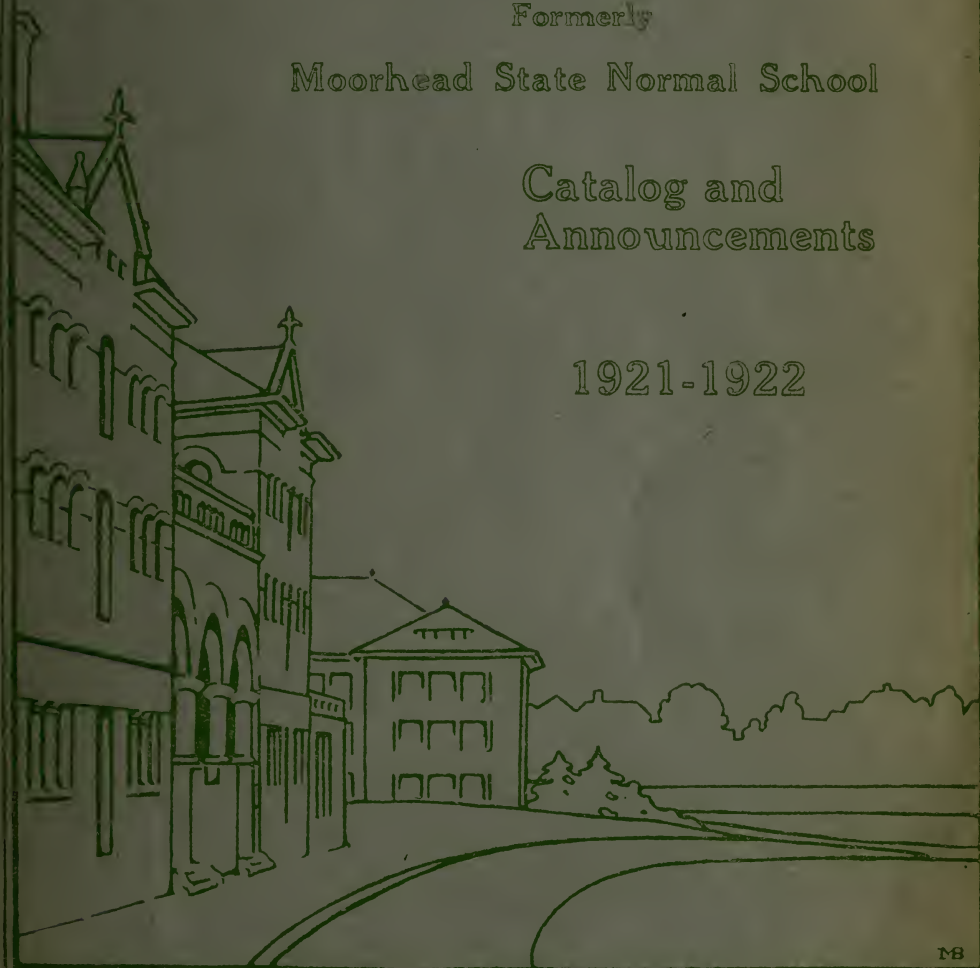
Moorhead State Teachers College

Formerly

Moorhead State Normal School

Catalog and
Announcements

1921-1922





THE BULLETIN
of the
Moorhead State Teachers College
Moorhead, Minnesota

Published Quarterly

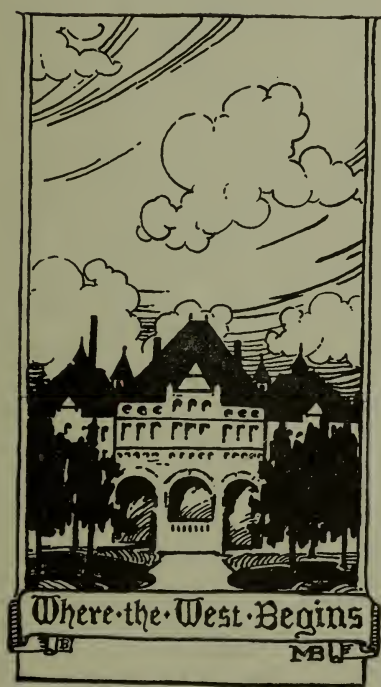
May 15, 1921

Series Seventeen, Number One
Thirty-third Year, 1921

Moorhead State Teachers College

— Formerly Moorhead State Normal School —

Moorhead, Minnesota



Annual Catalog, 1921

Announcements

for

1921-1922

Minnesota State Teachers College Board

E. J. JONES, President.....	Morris
Term Expires 1923.	
J. M. McCONNELL, Secretary.....	St. Paul
State Commissioner of Education.	
STEPHEN H. SOMSEN, Resident Director.....	Winona
Term Expires 1921.	
JOHN C. WISE, Resident Director.....	Mankato
Term Expires 1921.	
CLARENCE L. ATWOOD, Resident Director.....	St. Cloud
Term Expires 1921.	
HARRY C. STRONG, Resident Director.....	Duluth
Term Expires 1921.	
LESLIE WELTER, Resident Director.....	Moorhead
Term Expires 1923.	
A. P. WHITE, Resident Director.....	Bemidji
Term Expires 1923.	
JOHN H. RAY.....	Minneapolis
Term Expires 1923.	

Calendar, 1921-1922

Summer Term

Enrollment of Students	-	-	-	-	Monday, June 13
Class Work Begins	-	-	-	-	Tuesday, June 14
Summer Term Closes	-	-	-	-	Friday, July 22

Fall Term

Enrollment of Students	-	-	-	-	Tuesday, September 6
Class Work Begins	-	-	-	-	Wednesday, September 7
Fall Term Closes	-	-	-	-	Friday, December 2

Winter Term

Term Begins	-	-	-	-	Monday, December 5
Holiday Vacation Begins	-	-	-	-	Friday, December 16
Class Work Resumed	-	-	-	-	Tuesday, January 3
Winter Term Closes	-	-	-	-	Friday, March 10

Spring Term

Term Begins	-	-	-	-	Tuesday, March 21
Commencement Sermon	-	-	-	-	Sunday, June 4
Annual Commencement	-	-	-	-	Friday, June 9

Faculty

Residence.

- OLIVER M. DICKERSON, Ph. D. 524 4th St. So.
 President.
 Graduate Illinois State Normal University, 1899; University of Illinois A. B., 1903. A. M., 1904; Harvard University Graduate School, 1904-1905; Ph. D. University of Illinois, 1906. Public Schools Illinois, 1893-1895; Principal, Macon, Illinois, 1899-1901; Teacher of History, Illinois State Normal University, summers, 1903, 1904, 1906; Head Department of History, State Normal School, Macomb, Illinois, 1906-1913; History and Social Science, State Normal School, Winona, 1913-1920. In U. S. Military Service May, 1917, to June, 1919. First Officers' Training Camp, Ft. Snelling, Minnesota; Capt. Inf., N. A., August 15, 1917; 88th Division, September, 1917, to May, 1918; Machine Gun Training Center, Camp Hancock, Georgia, May to August, 1918; Major Inf., U. S. A., August 15, 1918; Commanding 35th Machine Gun Battalion August, 1918, to February, 1919; D. O. L. February to May, 1919; Commanding 1st Bn., 2nd U. S. Inf. May to June, 1919. State Normal School, Moorhead, March, 1920.
- CASWELL A. BALLARD, B. S. 819 11th St. So.
 Biological Science, Chemistry.
 University of Minnesota, 1889-1891; Instructor in High Schools and Superintendent of City Schools, 1891-1899; Member of Staff, Minnesota State Botanical Survey, 1891-1901; Graduate work at Minnesota Seaside Station, Vancouver Island, British Columbia, 1901; State Normal School, Moorhead, 1899.
- KATHARINE LEONARD, M. A. 323 7th St. So.
 Mathematics.
 University of Vermont, 1895-1898; Phi Beta Kappa, 1898; Instructor in High Schools 1898-1905; Graduate work, 1903-1905; State Normal School, Moorhead, 1906.
- MAUDE HAYES, M. A. 614 8th St. So.
 Reading. Public Speaking.
 Nashville College, 1892-1896; Graduate work in English, 1896-1897; Instructor in Expression, 1897-1902; Graduate work, Emerson College of Oratory, 1902-1903; Head of Departments of Expression, 1903-1909; Graduate work, Chicago University, 1909-1910; Graduate work, University of Oxford, England, and Trinity College, Dublin, 1916-1917; State Normal School, Moorhead, 1910-
- ALLEN F. WOOD, B. A. 506 10th St. So.
 Physical Sciences.
 State Normal School, Ypsilanti, 1894-1896; Instructor and Principal, Public Schools, 1896-1900; Graduate work, 1900-1901; Instructor in High Schools, and Superintendent of Public Schools, 1901-1909; University of Michigan, 1909-1910; State Normal School, Moorhead, 1911-
- MILLIE H. DAHL. Comstock Hall
 House Director.
 Barnes Industrial School, St. Paul, 1896-1899; Training Schol for Nurses, 1902-1904; Special Nurse, 1906; Purchasing Clerk, Mail Order Department, Field, Schlick & Co., St. Paul, 1908-1910; Resident Nurse, State Normal School, Moorhead, 1910-1912; House Director, State Normal School, Moorhead, 1912-
- ROGER L. SERGEL, M. A. 603 9th St. So.
 English.
 State University of Iowa, 1912-1916; Graduate work and Instructor in English, State University of Iowa, 1916-1918; State Normal School, Moorhead, 1918-
- C. E. HUFF, M. A. 414 9th St. So.
 Geography.
 University of Minnesota, 1895-1899; Principal of High Schools, and Superintendent of Public Schools, 1899-1910; Graduate work, 1903-1906; Head of Department of Geography, West High School Minneapolis, 1910-1918; State Normal School, Moorhead, 1918-
- ANNA KIMBER BOUTELLE, M. A. 604 8th St. So.
 History. Sociology.
 University of Minnesota, 1900-1904; Instructor in and Principal of High Schools, 1904-1912; Travel in England, France, Germany, Holland, and Switzerland, 1911; Graduate work towards degree, Doctor of Philosophy, in University of Minnesota, 1912-1918; Research Assistant in History, University of Minnesota, 1914-1916; Teaching Fellow in History, University of Minnesota, 1917-1918; State Normal School, Moorhead, 1918-

CHLEO V. LUNGER SMITH, B. S.....611 8th St. So.

Home Economics.

Grant Hospital, Columbus, Ohio, 1910-1912; Adelphia College, Brooklyn, 1912-1913; Teachers' College, Columbia University, 1913-1916; Supervisor Home Economics, Tri-State College, Angola, Indiana, 1916-1917; Instructor Home Economics, National School Domestic Art and Science, Washington, D. C., 1917-1918; Supervisor Home Economics, Tri-State College, Angola, Indiana, Summer, 1918; State Normal School, Moorhead, 1918-

GRACE GOODSSELL.....505 8th St. So.

Assistant Librarian.

Student State Normal School, Moorhead, 1900-1905; Assistant Librarian, Moorhead State Normal School, 1914-1916; Library Science, University of Minnesota, 1917; State Normal School, Moorhead, 1918-

WARD G. REEDER, A. M.....404 8th St. So.

Education.

A. B., State University of Indiana, 1914; A. M., University of Chicago, 1917; Three Years of Graduate Work in Education toward Ph. D. in the University of Chicago, 1915-1919; Fellow in the University of Chicago, 1918-1919; Teacher, Elementary School Principal, High School Principal, Superintendent of Schools, 1909-1917; State Normal School, Moorhead, 1919-

DANIEL L. PRESTON.....1112 1st Ave. So.

Music.

Graduate of Conservatory of Music, Lawrence University, 1914-1918; Instructor, State Normal School, La Crosse, Wisconsin, Summer 1917; State Normal School, Moorhead, 1919-

FLORA M. FRICK, M. A.....611 8th St. So.

Physical Education.

Butler College, Indianapolis, B. A., 1911; Northwestern University, Graduate School, 1911-1912, M. A. 1912; Instructor Technical High School, Indianapolis, 1912-1914; Graduate student, University of Wisconsin, 1914-1915; Instructor, Technical High School, Indianapolis, 1915-1917; Northwestern University, School of Oratory and Physical Education, graduate in Oratory, graduate in Physical Education, 1917-1919; Independent Pageant Director and Community Organizer, 1917-1919; State Normal School, Moorhead, 1919-

MAY C. TURNER.....611 8th St. So.

Home Economics.

Graduate, Stout Institute, Menomonie, Wisconsin, 1915; Dunwoody Institute, Minneapolis, Summer, 1917; Instructor in Public Schools, 1916-1918; Instructor in Miami Conservancy District, Dayton, Ohio, 1918-1919; State Normal School, Moorhead, 1919-

MARIE ELLEN SIMPSON, B. of Ed.....253 7th St. So.

Librarian.

B. of Ed., University of Chicago, 1913; Library Course, University of Chicago, 1912-1913; Graduate Work in English Literature and Education, Summer School, University of Chicago, 1916; Librarian, Cataloging Department, The John Crerar Library, Chicago, Summer, 1913; State Normal School, Mayville, North Dakota, 1913-1914; State Historical Society, North Dakota, 1914-1915; State Normal College, Bowling Green, Ohio, 1915-1919; State Normal School, Moorhead, 1919-

HELEN M. WELTER, B. A.....430 9th St. So.

English Grammar. History.

Fargo College, 1910-1912; University of Wisconsin, 1912-1915; Teacher's Certificate, University of Wisconsin; Instructor in English, Grammar, and History, State Normal School, Moorhead, 1915-1918; Graduate Vassar Training School for Nurses, Summer 1918; Junior Nurse, Mt. Sinai Hospital, New York City, 1918; State Normal School, Moorhead, 1920-

L. WALLACE RUSNESS.....55 4th St. So.

Physical Education. Physiology.

Fargo College, 1911-1913; Advanced graduate, Moorhead State Normal School, 1916; Instructor, State Normal School, Moorhead, 1916-17; Entered military service, May, 1917; Commissioned 1st Lt. Field Artillery, August 15, 1917; Field Artillery School of Instruction, Saumur, France, September 1, 1917, to January 1, 1918; Active duty on firing line, February 1, 1918, to August 10, 1918, with 102nd Field Artillery; Capt. F. A., July 15, 1918; Headquarters Co., 35th F. A., Camp McClellan, Ala.; Discharged, February 10, 1919; State Normal School, Moorhead, 1920-

- T. H. SCHUTTE, B. A., M. A.**.....107 6th St. So.
 Director of Training School.
 Graduate Southern Illinois State Normal University, Latin Course, 1909;
 B. A. University of Illinois, 1912; M. A. University of Illinois, 1916; Graduate
 work, University of Illinois, 1915-16, Columbia University, Summer, 1917, and
 University of Chicago, 1918-19, Summer 1920; Principal Johnson City, Illinois,
 1908-09; Assistant Principal Township High School, Herrin, Illinois, 1912-15;
 Principal Denfeld High School, Duluth, Minn., 1916-18; Director of Training,
 State Teachers College, Kirksville, Mo., 1919-20; State Normal School, Moor-
 head, 1920-
- INA A. FOGG, A. B.**.....Wheeler Hall
 Dean of Women. French.
 Bates College, 1902-1906; High School Assistant, Mexico, Maine, 1906-1910;
 Stephens High School, Rumford Falls, Maine, 1910-1912; Head Modern Lan-
 guage Department, High School, Adams, Mass., 1912-1919; Special Courses
 in French, Middlebury College, Summers, 1916, 1917; Dean of Women, State
 Normal School, Edinboro, Pa., 1919-1920; State Normal School, Moorhead, 1920-
- MARGARET E. BIERI, B. S.**.....1035 3rd Ave. No.
 Rural Education.
 Carleton College, 1901-1905; Instructor in High Schools, 1905-1909; County
 Superintendent of Schools, Faribault County, Minnesota, 1909-1920; Instruc-
 tor, State Normal School, Winona, Summer, 1914; Special student, Teachers'
 College, Columbia University, 1920; State Normal School, Moorhead, 1920-
- LOU O'LAUGHLIN**.....217 9th St. No., Fargo
 Penmanship.
 Graduate, State Normal School, Moorhead, 1909; Teacher in Public Schools,
 1914-1915; Student, University of North Dakota, 1915-1916; Special teacher of
 Art and Penmanship, 1916-1917; Graduate of Palmer Method of Penmanship
 School, St. Paul, Minnesota, 1918; Instructor of Penmanship, Twin City Busi-
 ness University, St. Paul, 1918; Instructor of Art and Penmanship, in Public
 Schools, 1918-1920; State Normal School, Moorhead, 1920-
- GEORGE K. WELLS, B. S.**.....515 10th St. So.
 Industrial Arts.
 Student of Industrial Arts, Lewis Institute, 1911; Stout Institute, 1912;
 University of Chicago, 1914; B. S., Kansas State Normal School, 1920; Instruc-
 tor in Public Schools, 1911-1914; Instructor in High Schools, 1917-1919; Work
 with Curtis Aeroplane Co., 1919; State Normal School, Moorhead, 1920-
- MARGARET McCARTEN**.....823 10th Ave. No., Fargo
 Drawing.
 Graduate State Normal School, Mayville, N. Dak., 1906; Teacher in Public
 Schools, Fargo, 1906-13; Student, Fargo College, 1912; Graduate of Art Insti-
 tute, Chicago, 1916; Graduate work, Art Institute, Summer, 1916; Student,
 Agricultural College, 1916-17; Supervisor of Drawing, Northern Normal and
 Industrial School, Aberdeen, S. Dak., 1917-18; Summers, 1918, 1919; State
 Normal School, Moorhead, 1920-
- BERNICE N. KNOPP**.....1023 7th Ave. So.
 Assistant in Music.
 Graduate of State Normal School, Winona, 1918; Sixth grade and Public
 School Music, LeRoy, Minnesota, 1919-20; American Institute of Normal
 Methods, Northwestern University, Summer, 1920; State Normal School,
 Moorhead, 1920-
- ELLA HAWKINSON, B. A.**.....806 7th St. No., Fargo
 Principal Junior High School.
 State Normal School, Duluth, 1908-1913; Instructor, High Schools, 1913-1917;
 University of Minnesota, 1917-18, 1919-20; Critic, State Normal School,
 Duluth, 1918-19; State Normal School, Madison, S. Dak., Spring, 1920; State
 Normal School, Moorhead, 1920-
- JOSEPHINE BARKE**.....611 8th St. So.
 Associate Junior High School.
 Elementary Graduate Moorhead State Normal School, 1903; Teacher in
 Public Schools, 1903-1917; Advanced Graduate Moorhead State Normal School,
 1919; State Normal School, Moorhead, 1919-
- ADAIR ASH**.....22 5th Ave. So.
 Associate Junior High School.
 Graduate Moorhead State Normal School, 1909; Teacher in Public Schools,
 Stephen, Minn., 1910-1913; Principal Schools, Perley, Minn., 1913-1920; State
 Normal School, Moorhead, 1920-
- LILACE K. BURR, B. A.**.....301 8th St. So.
 Principal Upper Intermediate Department.
 Graduate Western Illinois State Normal School, 1908; Instructor Public
 Schools, 1908-1912; University of Illinois, 1912-1914; Instructor Public Schools,
 1915-1918; B. A. University of Illinois, 1920; State Normal School, Moorhead,
 1920-

- MABEL L. BENSON.....1023 7th Ave. So.
Associate Upper Intermediate Department.
Graduate Moorhead State Normal School, 1915; Teacher in Junior High School, 1915-1917; Student in Chicago University, Summer, 1918; State Normal School, Moorhead, 1917-
- MINNIE ULLRICH, Ph. B.....410 8th St. So.
Principal Lower Intermediate Department.
State Normal School, Milwaukee, 1898; Teacher and Principal in Public Schools, 1898-1912; Summer Session University of Wisconsin, 1909; Critic Teacher State Normal Schools, 1912-1917, 1918-1919; University of Chicago, 1917-1918; State Normal School, Moorhead, 1919-
- MAUD HANSON.....1023 7th Ave. So.
Associate Lower Intermediate Department.
Student Moorhead State Normal School, 1912-1913; Teacher Public Schools, 1913-1916; Student Moorhead State Normal School, 1916-1917; University of Chicago, Summer, 1918; State Normal School, Moorhead, 1917-
- MARY C. RAINEY, B. S.....503 7th St. So.
Principal Primary Department.
State Normal School, Oswego, 1890-1891; Kindergarten Director, 1891-1906; Teachers' College, Columbia University, 1906-1908; State Normal School, Moorhead, 1908-
- RUTH E. SYMES.....714 8th St. So.
Associate Primary Department.
Student River Falls State Normal School, 1909-1914; Teacher in Public Schools, 1914-1916; University of Minnesota, Summers 1916-1918; Critic Teacher, River Falls State Normal School, 1916-1918; State Normal School, Moorhead, 1918-
- ETHEL BANTA DURBORAW, B. S.....614 8th St. So.
Junior Primary Department (Kindergarten).
Graduate Kindergarten Normal, Chicago, 1904-1905; Kindergarten Director, Public Schools, Des Moines, Iowa, 1905-1913; Student Teachers College, Columbia University, 1913; Director of Kindergarten Department, State Normal School, Moorhead, 1914-1918; Summer teaching State Normal School, Moorhead, 1919; B. S., Teachers College, Columbia University, 1920; State Normal School, Moorhead, 1920-
- VERA I. CRONQUIST.....1023 7th Ave. So.
Assistant in Junior Primary Department.
Student, Moorhead State Normal School, 1918-1920; State Normal School, Moorhead, 1920-
- FRANCIS B. COVENEY, R. N.....Comstock Hall
Resident Nurse.
Graduate, High School, Northfield, 1911; University Summer School, 1911, 1913; Hamline University, 1912-1913; Teacher in Public Schools, 1913-1915; Asbury Training School for Nurses, 1915-1918; Superintendent of Hospital, Virginia, Minnesota, 1918-1919; State Normal School, Moorhead, 1919-
- ANNA J. HANDEYSIDE.....323 7th St. So.
Accountant.
State Normal School, Ypsilanti, 1900-1902; Teacher in Public Schools, 1902-1907; Cleary Business College, Ypsilanti, 1907-1908; Secretary M. E. Church, Detroit, 1908-1910; Secretary to the President, North Dakota Agricultural College, Moorhead State Normal School, Carleton College, 1912-1916; State Normal School, Moorhead, 1916-
- ELBIE WALDIE.....Wheeler Hall
Registrar.
State Normal School, Valley City, North Dakota, 1907-1910; Teacher in Public Schools, 1910-1915; Dakota Business College, Fargo, North Dakota, 1915-1916; State Normal School, Moorhead, 1916-
- MAE O'KEEFE.....714 8th St. So.
Secretary.
High School, Stanley, N. Dak., 1911; Sacred Heart Academy, Fargo, N. Dak., 1911-1913; Dakota Business College, Fargo, 1913-1914; Stenographer, 1914-1919; Dakota Business College, Fargo, 1919-20; State Normal School, Moorhead, 1920-
- HILDA O. HEDSTED.....624 4th St. So.
Office of Training School.
Fargo College, University of Montana; Instructor in English Department, Concordia College, 1915-1920; University of Minnesota, Summer, 1920; State Normal School, 1920-

ADDITIONAL TEACHERS, SUMMER, 1920

Superintendent H. S. Bleecker.....	Geometry
Stephen	
Theo. C. Blegen.....	Advanced Civics, History
Minneapolis	
Lucy Curran.....	Reading
Moorhead	
Margaret Huntoon.....	Botany, Physiology
Moorhead	
Fanny Lippett.....	Domestic Science
Moorhead	
Margaret McCarten.....	Drawing
Fargo, N. Dak.	
Tena McCarten.....	Domestic Art
Fargo, N. Dak.	
Frances Smith.....	Rural Education
Minneapolis	
Katherine Waters.....	Penmanship
Fargo, N. Dak.	
Superintendent A. D. White.....	Sociology, Civics
Hawley	
Edgar Wright.....	Elementary Civics
Moorhead	



The Campus In Summer

Admission, Advanced Standing, Diplomas, Certificates

This institution was founded as the Moorhead State Normal School. It was authorized by the legislature in 1885 and opened for actual work in 1888. Since that time more than 8,500 students have been enrolled, and more than 2,000 of these have been graduated. These graduates by their successful work have established a splendid reputation for their alma mater.

In recent years the name Normal School has become less appropriate as a title than formerly. The work of the school has become largely collegiate in character while the word "school" has come to mean generally an educational institution below the collegiate grade. It has seemed best to adopt a name that more accurately describes the nature of the work that is being done. In accordance with the movement in many other states it was decided that the name should be changed to **Teachers College**.

At the request of the Normal School Board a bill was introduced at the present session of the legislature, which had three provisions of fundamental importance. The names of all the normal schools were changed to teachers colleges, the Normal School Board became the Teachers College Board, and it was authorized to grant the bachelor's degree in education for the completion of four years of collegiate work. This bill was introduced in the Senate on March 4, passed the Senate April 6, was passed by the House April 11, and was signed by Governor Preus April 13. The bill carried an emergency clause. Consequently, since April 13, 1921, this institution is officially designated as the Moorhead State Teachers College.

LOCATION

The college is located in the city of Moorhead, in the heart of the Red River Valley, one of the richest farming sections in the state. Moorhead is primarily a residence city. Fargo, just across the Red River, affords all of the advantages of a large city. Excellent street car service connects the two cities. Moorhead is on two of the great transcontinental lines of railroad and is easily reached from any direction. Students have ready access to a rural section with the finest dairy herds, and the best potato and grain farming in the state; good rural and consolidated schools; one of the most important wholesale and retail centers of the northwest; good theaters and excellent churches.

PURPOSES OF THE COLLEGE

The State Teachers College is maintained by the State of Minnesota for the purpose of preparing teachers for the public schools. While its work is essentially technical, its courses of study possess marked cultural values and afford a liberal education, as effective as is possible in the length of time. The work is professional in character and the attitude of the student body is serious.

WORK OFFERED

The college offers the following curriculums:

1. A two year curriculum for high school graduates, leading to the Advanced Diploma.
2. A three year curriculum for high school graduates, leading to special diplomas in education, manual training, domestic science, drawing, or music.
3. A five year curriculum for non-high school graduates, leading to the Advanced Diploma.

Terms and Credits: The regular terms are twelve weeks in length and a credit represents the continuous pursuit of a subject in class, five times a week for 12 weeks, or 60 recitation hours of work. A recitation hour is 50 minutes net.

ADMISSION

The Two Year Curriculum: Graduates of approved high schools are admitted to this curriculum without examination upon presentation of their diplomas and certified standings.

The following named high school subjects are urged as desirable prerequisites for successful work in the Teachers College in case of high school graduates: English, 3 years; biology (botany or zoology, and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, in the order of preference, as follows: United States history and civics, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; physiography, one-half year; drawing, one-half year; vocal music, 1 year; industrial subjects, 1 year.

The Three-Year Curriculum: Requirements for admission to the three-year curriculum are the same as those for the two-year curriculum.

Advanced Standing: High school graduates who have taken the high school normal training course, as post-graduate work (i. e., as a fifth high school year), may receive eight credits on the advanced course. In all cases the subjects for which credits may be substituted shall be determined by the President.

No advanced credit is given in any of the Teachers Colleges of the state when the year in the training course is a part of the four-year high school course.

On the two-year curriculum, no standings are credited from first grade certificates or for under-graduate work in high schools. Credits for regular college and university work are accepted if they apply on the curriculum.

College graduates receive twelve units of advanced credit on the two-year curriculum.

A minimum of one year's residence is required for graduation from any curriculum.

THE FIVE YEAR CURRICULUM

Students from high schools offering less than four years of work will be admitted to the five-year curriculum with such advanced standing as may be justified.

A first grade certificate valid at the time of presentation, entitles its holder to twelve credits on the five-year curriculum; provided (1) that the subjects to be credited shall be designated by the President, and (2) that the average of the certificate is not less than 75 per cent, and that subjects in which the standings are less than 75 per cent are not credited, the number of credits allowed being proportionally reduced.

Students who have second grade certificates will be admitted to the five-year curriculum. Applicants for admission to the five-year curriculum who do not have the necessary credentials will be required to take examinations in arithmetic, grammar, geography, and United States history. It is expected that all candidates for examination have a knowledge of the subjects as presented in the leading modern textbooks.

Mature students who have had no high school work may be admitted, but such admissions will be limited to those who can do the work. So far as possible all students are urged to complete their high school work before entering the Teachers College.

Tuition: Tuition is free to all who sign a declaration of intention to teach in Minnesota for a minimum period of two years following graduation. To those who do not make such a declaration tuition is charged at the rate of \$10.00 a term.

Registration Fee: The registration fee is \$5.00 per term.

Textbooks: Textbooks are furnished free by the college.

Entrance: Students can enter the college at the beginning of any regular term and pursue their work continuously until graduation. It is better, however, to enter upon the Kindergarten-Primary curriculum at the beginning of the fall term.

DIPLOMAS—CERTIFICATES

The Advanced Diploma: The diploma of the college is known as the Advanced Diploma and is granted on the completion of either the two- or the five-year curriculum. It is valid as a first grade certificate for two years from its date. At the expiration of two years of actual, successful teaching, such diploma, indorsed by the president of the college, granting it, and by the State Commissioner of Education, becomes a first grade certificate for life. The Advanced Diploma entitles its holder to teach in any grade of the public schools, to serve as a principal of a state graded school, and to teach specified subjects in a state high school, under the authority of a permit issued by the State Commissioner of Education.

Indorsement of Diplomas: A fee of one dollar is required from each applicant for the indorsement of a college diploma.

First Grade Certificates: A first grade state teachers' certificate may be granted to students who complete the first three years (36 credits) of work in the five-year curriculum. Such certificate may be granted, also, to high school graduates who complete one year (12 credits) of work in the two-year curriculum. Such certificate is valid for two years and may be renewed on the completion of an additional term of work in the college. An Elementary Diploma, valid as a first grade certificate, may also be issued by the college. Such diplomas are now seldom granted as they are simply a different form of a first grade certificate. The Elementary Diploma will not be granted after 1922.

Second Grade Certificates: A second grade state teachers' certificate may be granted to students who complete two years (24 credits) of specified work in the five-year curriculum.

Grading: The work of a student is graded according to the following divisions: grade A, meaning excellent; B, commendable; C, average; D, passing; E, conditioned or failing. In transcribing marks, the following per cent equivalents of these letters have been agreed upon: 93 per cent for A; 87 per cent for B; 82 per cent for C; 77 per cent for D; 74 per cent for E.

University Standing: Graduates of high schools who complete the two-year curriculum will be given two full years of credit by the state university. Such graduates may thus secure the degree, Bachelor of Arts in Education, in two years after graduation from the teachers college. Plans are in progress whereby graduates of the teachers colleges may receive more extended credit in the college of liberal arts in the university than is now granted.



The Campus in Winter

SUMMER SESSION, JUNE 13 TO JULY 22

The Summer Session is one of the regular sessions of the school year. The work is arranged so as to accommodate teachers now at work, as well as to enable students to pursue their work continuously until graduation. All work offered is credited on some one of the regular curriculums. Special facilities are offered to teachers who desire to meet certificate requirements.

DAILY PROGRAM

7:30 and 10:15

Geometry I
Advanced Civics (For High School Graduates)
Reading II
American History I
Manual Training I
Arithmetic I
Reading III (For High School Graduates)
Geography III (For High School Graduates)
Arithmetic III (For High School Graduates)
Domestic Science I (Cooking)
Upper Grade Methods $\frac{1}{2}$ $\frac{1}{2}$
Primary Methods $\frac{1}{2}$ $\frac{1}{2}$
Domestic Art II Special (Sewing)
Drawing I
Grammar III (For High School Graduates)
Music III (For High School Graduates)
Introduction to Teaching (For High School Graduates)
Literature and Themes (For High School Graduates)
Rural School Methods $\frac{1}{2}$ $\frac{1}{2}$
and Administration
Penmanship and Spelling $\frac{1}{2}$
Sociology (For High School Graduates)
Physics I
Economics (For High School and Advanced Graduates)
Psychology I
Methods in Junior High School Mathematics (For mature teachers)
Teaching

8:25 and 2:30

Agriculture I (For High School Graduates)
Grammar I
Geometry II
History III (For High School Graduates)
Grammar III (For High School Graduates)

Reading I
Rural School Methods and Administration $\frac{1}{2}$ $\frac{1}{2}$
American History II
Manual Training II (Elementary Hand Work)
Pageantry (For High School Graduates)
Arithmetic II
Public Speaking (For mature teachers)
Physical Geography
Physiology
Algebra II
Domestic Art I Special (Sewing)
Drawing III (For High School Graduates)
Theory of Education (For High School Graduates)
Elementary Civics
School Administration $\frac{1}{2}$ (For High School Graduates)
Educational Tests and Measurements $\frac{1}{2}$ (For mature teachers)
Rural Sociology (For High School Graduates)
Methods in Junior High School English (For mature teachers)
Teaching

9:20 and 3:25

Civic Biology (For High School Graduates)
Composition I
History III (For High School Graduates)
Manual Training II (For High School Graduates)
Playground Methods $\frac{1}{2}$
Algebra I
Reading III (For High School Graduates)
Geography III (For High School Graduates)
Arithmetic III (For High School Graduates)
Rural School Home Economics $\frac{1}{2}$ $\frac{1}{2}$
Children's Literature (For High School Graduates)

Grammar III (For High School
Graduates)

Music III

Advanced Geography (For mature
teachers)

Composition III (For High School
Graduates)

Penmanship and Spelling $\frac{1}{2}$

Rural School Methods and Adminis-
tration $\frac{1}{2}$ $\frac{1}{2}$

Elementary Civics

Physics II

College Algebra (For High School
Graduates and mature teachers)
Teaching

11:15 to 11:35

Chorus

11:40 to 12:10

Chapel and General Assembly

7:00 to 8:00 P. M.

Play Hour

The fraction $\frac{1}{2}$ after a subject indicates that it receives one-half credit toward the Advanced Diploma. Two such fractions indicate that the subject matter is divided in such a way that two professional credits for certificate purposes may be earned. A course with two fractions after it is a full credit course in the Teachers College. Courses not otherwise marked are full credit courses in the Teachers College and cannot be divided.

The Elementary School will be in session until noon. All grades from the first to the eighth, inclusive, will be represented. Candidates for graduation may carry forward their work in this department just as in any other term. The school will also be available for methods and observation.



The Campus, Looking East

THE FIVE YEAR CURRICULUM

Leading to the Advanced Diploma

For Students Not High School Graduates

60 Credits Required for Graduation

First Year

	No. of Credits		No. of Credits
English II, a, b, c.....	3	Physical Education.....	$\frac{1}{2}$
General Mathematics, a, b, c.....	3	*Physical Geography.....	1
or Geometry I, II.....	2	*Commercial Geography.....	1
Zoology I, II.....	2	*Arithmetic I.....	1
Physiology	1	*French	3
Music I.....	1	*Grammar I, II.....	2
Drawing I.....	1		

Second Year

American Literature I, II.....	2	*Solid Geometry.....	1
Rhetoric	1	*Reading I, II.....	2
Botany II.....	1	*Music II.....	1
Physics I, II, III.....	3	*Drawing II.....	1
General History I, II, III.....	3	*Industrial Arts.....	1
Physical Education.....	$\frac{1}{2}$	*French	3
*Botany I.....	1	*Penmanship and Spelling.....	$\frac{1}{2}$

Third Year

English Literature I, II.....	2	Physical Education.....	$\frac{1}{2}$
English History	1	*Advanced Algebra.....	1
American History I, II.....	2	*Agriculture I.....	1
Elementary Civics.....	1	*French	3
Regional Geography.....	1	*Rural Home Economics.....	1
Chemistry I, II.....	2	*Industrial Arts	1

Fourth Year

Take the Junior year of the two-year curriculum leading to the Advanced Diploma.

Fifth Year

Take the Senior year of the two-year curriculum leading to the Advanced Diploma.

*Elective.

The Two Year Curriculum Leading to the Advanced Diploma

General Curriculum for High School Graduates

24 Credits Required for Graduation

English	No. of Credits
English Grammar III.....	1
Reading III.....	1
*Children's Literature.....	1
English Composition III.....	1
Literature and Themes.....	1
Penmanship	
Penmanship and Spelling.....	½
History and Social Science	
American History III.....	1
Advanced Civics.....	1
Sociology.....	1
*Rural Sociology.....	1
Education	
Introduction to Teaching.....	1
Psychology I.....	1
Theory of Education.....	1
*Psychology II, III.....	2
Teaching I, II, III.....	3
*Rural School Methods.....	1
*Primary Methods.....	1
*Special Methods (Intermediate and Grammar Grades).....	½
Physical Education.....	1
Science	
*Elementary Science.....	½
*Geography III.....	2
Arithmetic III.....	1
Music III.....	1
Drawing III.....	1
Civic Biology.....	1
*Industrial Work.....	1
*Elective.....	

Differentiated Curriculums

Leading to the Advanced Diploma.

For High School Graduates.

The general curriculum provides for six electives out of the twenty-four credits required for graduation. The following differentiated curriculums are all built up on the same fundamental principle. They all contain the core of basic work required of all advanced graduates. The electives are selected in such a way as to offer a curriculum best adapted to the needs of students who desire to enter a specific field of teaching. It is believed that the curriculums thus organized are better fitted to meet the needs of students than is the general curriculum with its indiscriminate offering of electives. In choosing one of these curriculums the student elects a specific field of work with the courses necessary to make such a curriculum most efficient.

Kindergarten-Primary Curriculum**24 Credits Required for Graduation**

Junior Year—	No. of Credits	Senior Year—	No. of Credits
Arithmetic III.....	1	Drawing III.....	1
Grammar III.....	1	Sociology	1
Reading III.....	1	Theory of Education.....	1
History III.....	1	Teaching (Kindergarten)	1
Music III.....	1	Handwork	1
Geography III.....	1	Children's Literature	1
Introduction to Teaching.....	1	Kindergarten Theory II.....	1
Psychology I.....	1	Primary Methods.....	1
Composition III.....	1	Teaching (Primary)	2
Kindergarten Theory I.....	1	Elective	1½
Civic Biology.....	1	Physical Education.....	½
Penmanship and Spelling.....	½		
Physical Education.....	½		

Primary Curriculum**24 Credits Required for Graduation**

Junior Year—	No. of Credits	Senior Year—	No. of Credits
Arithmetic III.....	1	Drawing III.....	1
Grammar III.....	1	Sociology	1
Reading III.....	1	Theory of Education.....	1
History III.....	1	Primary Methods.....	1
Composition III.....	1	Teaching	3
Geography III.....	1	Children's Literature	1
Introduction to Teaching.....	1	Literature and Themes.....	1
Psychology I.....	1	Advanced Civics.....	1
Music III.....	1	Elementary Science.....	½
Kindergarten Theory I.....	1	Physical Education.....	½
Handwork	1	Civic Biology.....	1
Penmanship and Spelling.....	½		
Physical Education.....	½		

Intermediate Grade Curriculum**24 Credits Required for Graduation**

Junior Year—	No. of Credits	Senior Year—	No. of Credits
Arithmetic III.....	1	Physical Education.....	½
Grammar III.....	1	Drawing III.....	1
Reading III.....	1	Sociology or Economics.....	1
History III.....	1	Advanced Civics.....	1
Composition III.....	1	Intermediate Grade Methods....	½
Geography III.....	1	Teaching	3
Introduction to Teaching.....	1	Children's Literature	1
Psychology I.....	1	Theory of Education.....	1
Music III.....	1	Electives	2
Civic Biology.....	1	Literature and Themes.....	1
Domestic Science, or Domestic Art	1	Physical Education.....	½
Penmanship and Spelling.....	½		

Upper Grade Curriculum**24 Credits Required for Graduation**

Junior Year—	No. of Credits	Senior Year—	No. of Credits
Arithmetic III.....	1	Penmanship and Spelling.....	$\frac{1}{2}$
Grammar III.....	1	Physical Education.....	$\frac{1}{2}$
Reading III.....	1	Drawing III.....	1
History III.....	1	Sociology, or Economics.....	1
Composition III.....	1	Advanced Civics.....	1
Geography III.....	1	Grammar Grade Methods.....	$\frac{1}{2}$
Introduction to Teaching.....	1	Teaching.....	3
Psychology I.....	1	Literature and Themes.....	1
Music III.....	1	Theory of Education.....	1
Civic Biology.....	1	Electives.....	3
Domestic Science, or Domestic Art	1	Physical Education.....	$\frac{1}{2}$

NOTE:—The electives in this curriculum may be chosen in such a way as to fit for principalships.

Industrial Arts Curriculum**24 Credits Required for Graduation**

Junior Year—	No. of Credits	Senior Year—	No. of Credits
Arithmetic III.....	1	Theory of Education.....	1
Composition III.....	1	Reading III.....	1
Woodworking I, II, III.....	3	Theory of Manual Training.....	1
Mechanical Drawing I, II.....	2	Teaching I, II, III.....	3
Introduction to Teaching.....	1	Agriculture.....	1
Psychology I.....	1	Sociology.....	1
Drawing (Design).....	1	Geography.....	1
Machine Shop, or Printing.....	1	Forging or Machine Shop.....	1
Physical Education.....	$\frac{1}{2}$	Electives.....	$1\frac{1}{2}$
Penmanship and Spelling.....	$\frac{1}{2}$	Physical Education.....	$\frac{1}{2}$

ELECTIVES: Electives for the above curriculums may be chosen from the following list, subject to the restrictions imposed by the program and to the prerequisites laid down by the several departments. Students desiring to pursue special lines of work further will follow the special curriculums. The electives are: Advanced Botany, Design and Composition, Advanced Geography, Modern European History, Economics I, School Administration, French (6 terms), Reading IV, Advanced English Composition, Domestic Science I, II, Domestic Art I, II, Woodworking I, II, Mechanical Drawing I, II, College Algebra, Trigonometry, Junior High School Mathematics, Psychology II, III, Rural Sociology, Agriculture I, Pageantry, Solid Geometry, Handwork, Rural Home Economics, Rural School Methods.

Curriculums in Rural Education**Designed Especially to Prepare Teachers for Rural and Semi-Graded Schools****A Two Year Curriculum Leading to the Advanced Diploma****For High School Graduates****24 Credits Are Necessary for Graduation**

No. of Credits		No. of Credits	
Introduction to Teaching.....	1	Manual Training II.....	1
Grammar III.....	1	English Composition III.....	1
Arithmetic III.....	1	Rural Home Economics.....	1
Reading III.....	1	Rural Sociology.....	1
History III.....	1	Rural School Methods.....	1
Geography III.....	1	Grade Methods.....	½
Music III.....	1	Grade Teaching.....	3
Drawing III.....	1	Penmanship and Spelling.....	½
Advanced Civics.....	1	Civic Biology.....	1
Literature and Themes.....	1	Physical Training.....	1
Agriculture I.....	1	Elective	1
Psychology I.....	1		

Curriculum Leading to the Elementary Diploma

A graduate of a high school, who completes twelve credits in the curriculum, as indicated below, may receive the elementary diploma, which is valid as a first-grade certificate for three years.

English Composition III.....	1	Penmanship and Spelling.....	½
Arithmetic III.....	1	Psychology I.....	1
Drawing III.....	1	Reading III.....	1
*Rural School Methods.....	1	Teaching I, II.....	2
Geography III.....	1	Theory of Education.....	1
Grammar III.....	1	*Primary Methods.....	1
Music III.....	1	*Handwork	1
Introduction to Teaching.....	1	*Elementary Science.....	1

A student, not a graduate of a high school, who completes thirty-six credits in the curriculum, as indicated below, may receive the elementary diploma, valid as above.

Introduction to Teaching.....	1	*Agriculture I.....	1
English II, a, b, c.....	3	Music I.....	1
General Mathematics, a, b, c.....	3	Drawing I.....	1
English History.....	1	Psychology I.....	1
American History I, II.....	2	*Rural Home Economics.....	1
Elementary Civics.....	1	American Literature I, II.....	2
Physiology and Hygiene.....	1	*Primary Methods.....	1
*Physical Geography.....	1	*Rural School Methods.....	1
*Commercial Geography	1	Physics I, II, or Chemistry I, II....	2
Handwork	1	*Rural Sociology	1
Zoology I, II.....	2	Teaching I, II.....	2
Botany II.....	1	Penmanship and Spelling.....	½
General History I, II, III.....	3	Physical Education.....	1½
English Literature I, II.....	2		

NOTE:—The Elementary Diploma will not be granted after 1922.

SPECIAL CURRICULUMS

These curriculums are offered for the purpose of preparing young men and young women to act as directors or supervisors in the public schools, and are open to persons who are taking the curriculum leading to the advanced diploma.

A special diploma will be granted to a student who completes any one of the special curriculums, in addition to the curriculum leading to the advanced diploma. A student may substitute, however, one of the special curriculums for a year of work in the curriculum leading to the advanced diploma, and receive the advanced diploma.

There is an urgent demand on the part of all progressive interests in the commonwealth that the public schools, rather than the special technical schools, shall provide instruction in the newer branches of study for the children and youths in Minnesota.

Special Curriculum in Industrial Arts

**Prepares Teachers for High Schools, Graded Schools,
and Consolidated Schools**

	No. of Credits
Mechanical Drawing I, II.....	2
Woodwork I, II, III.....	3
History and Organization.....	1
Machine Shop.....	1
Forging or Machine Shop.....	1
Agriculture	1
Drawing (Design).....	1
Elective (Industrial Arts).....	1
Teaching	1

Special Curriculum in Home Economics

Prepares Teachers for Graded and Consolidated Schools

Domestic Science I, II, Special.....	2
Dietetics	1
Domestic Art I, II, Special.....	2
House Administration	1
Teaching	1
Household Chemistry I, II.....	2
Civic Biology	1
Bacteriology	1

Special Curriculum in Drawing

Prepares Supervisors and Teachers for the Public Schools

Drawing I, II, III.....	3
History of Art.....	1
Water Color	1
Supervision Methods.....	1
Elementary Construction Work.....	1
Teaching I, II, Drawing in the Elementary School.....	2
Mechanical Drawing.....	1
Design and Composition.....	1
Advanced Design.....	1
Historic Ornament.....	1

Special Curriculum in Music

Prepares Supervisors and Teachers for the Public Schools

Conditions for admission:

1. Music III, or Music I, II.
2. Ability to play and sing.
3. Pleasant speaking and singing voice.
4. Some talent for music.

	No. of Credits
Harmony I, II.....	2
Advanced Sight Reading.....	1
Methods in Grammar Grades and High School.....	1
Music History.....	1
Music Form.....	1
Teaching I.....	1
Teaching II, Music in the Elementary School.....	1
Teaching III, Music in the Elementary School.....	1
Music Appreciation.....	1
Children's Literature, or Drawing.....	1
Child Study, or Drawing.....	1

Curriculum Leading to the Special Diploma in Elementary Education

This curriculum aims to prepare teachers for normal training departments in high schools, for junior high schools, for the principalships of consolidated and graded schools, and for other supervising positions.

Twelve credits will be required in this curriculum, and the work must be taken in sequence with the work in the advanced curriculum.

Required Subjects	No. of Credits
Education	
Administration	1
Teaching	1
Educational Sociology	1
Civic Biology	1

English

Literary Interpretation	1
English Composition	1

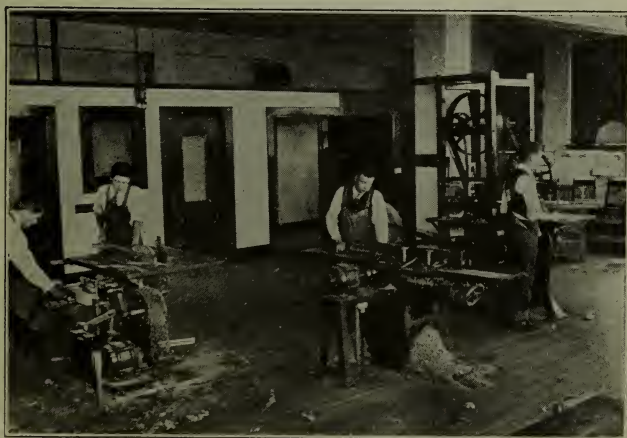
ELECTIVES: Six credits will be selected by the student from the general list of electives with reference to a special field of work. Subjects may be elected, also, from the special curriculums in Industrial Arts, Music, and Drawing.

Electives	No. of Credits
Agriculture	2
Geography	2
History and Economics	3
Drawing	1
Psychology II, III	2
English	5
Physical Education	1
Special Methods	1
Mathematics	3
Rural School Methods	1
Rural Sociology	1
School Administration	1
Science (Biological and Physical)	4
Library Science	1
Modern Language	6

Program of Studies, 1921-1922

Fall	Winter	Spring
AGRICULTURE		
BIOLOGICAL SCIENCES		
Civic Biology Zoology I	Civic Biology Zoology II Botany I	Agriculture I Civic Biology Physiology & Hygiene Botany II Elementary Science
CHEMISTRY		
Chemistry I	Chemistry II	
CIVICS		
Advanced Civics	Advanced Civics Elementary Civics	Advanced Civics Elementary Civics
DRAWING		
Drawing I, III Special Drawing	Drawing II, III Special Drawing	Drawing I, III Special Drawing
EDUCATION		
Introduction to Teaching Theory of Education Primary Methods Intermediate Methods Grammar Grade Methods Practice Teaching I, II, III	Introduction to Teaching Psychology I, II Rural School Methods Kindergarten Theory I Practice Teaching I, II, III	Introduction to Teaching School Administration Rural School Methods Kindergarten Theory II Practice Teaching I, II, III Theory of Education
ENGLISH		
American Literature I English Literature I English Composition III English II, a English Grammar III Reading III, IV Penmanship and Spelling	American Literature II English Literature II English Composition III English II, b English Grammar I, III Reading III Literature and Themes Children's Literature Penmanship & Spelling	Rhetoric English Composition III English Grammar II, III English II, c Reading I, II, III Literature and Themes Children's Literature Penmanship and Spelling
FRENCH		
French I, a; II, a	French I, b; II, b	French I, c; II, c
GEOGRAPHY		
Physical Geography Geography III	Physical Geography Commercial Geography Geography III	Regional Geography Commercial Geography Geography III Advanced Geography
HISTORY		
American History I, III General History I English History Economics	American History I, II, III General History II Economics	American History II, III General History III

Fall	Winter	Spring
HOME ECONOMICS		
Domestic Art I, Special	Domestic Art I, Special	Domestic Art II, Special
Domestic Science I, Special	Domestic Science I, II, Special	Domestic Science II, Special
Household Chemistry I	Rural Home Economics	Dietetics
	Household Chemistry II	Rural Home Economics
		House Administration
		Bacteriology
INDUSTRIAL ARTS		
Handwork	Handwork	Handwork
Mechanical Drawing I	Mechanical Drawing II	Wood Turning
Woodworking I	Woodworking II	Woodworking III
History & Organization	Machine Shop	Carpentry
MATHEMATICS		
Arithmetic III	Arithmetic III	Arithmetic III
General Mathematics, a	General Mathematics, b	General Mathematics, c
College Algebra	Trigonometry	Junior High School Mathematics
	Geometry I	Advanced Algebra, or Solid Geometry
		Geometry II
MUSIC		
Music III	Music I, III	Music II, III
Special Music	Special Music	Special Music
PHYSICAL TRAINING		
Physical Training	Physical Training	Physical Training
Playground Methods	Playground Methods	Pageantry
PHYSICS		
Physics I, IV	Physics II	Physics I, III
SOCIOLOGY		
	Sociology	Sociology
	Rural Sociology	



Manual Training, Wood Working Machines

The Elementary and Junior High School

The first six grades of the elementary school occupy a modern building, which adjoins the main college building.

The children's library, located in the elementary school building, is an attractive and thoroughly furnished reading room and reference library for pupils in the elementary school grades and the junior high school. In this building, also, is a well equipped home economics department which is devoted to the interests of the elementary school, and is used in serving hot lunches at cost.

Aim: The purpose of the elementary and junior high school is to provide the best possible training for the pupils in attendance, and to furnish a training ground for teachers. As a training school, this department endeavors to exemplify the best in educational method, principles, and practice. The student teachers' training includes special methods, observation, and student teaching; the work is conducted by teachers and supervisors in the Department of Practice Teaching. Special methods, observation, and student teaching are based upon the academic and professional subjects taught in the college departments. A close co-operation between the heads of the departments and the practice teaching faculty is maintained. An arrangement has been made with the city school authorities whereby students can secure a part of their student teaching in the public schools. Student teachers are thoroughly familiarized with the procedure and use of mental and standardized subject matter tests for purposes of promotion, classification, and improvement of instruction.

Organization: The Department of Practice Teaching is divided into five divisions or departments: the kindergarten, the primary department, the lower intermediate grades, the upper intermediate grades, and the junior high school. Each department is under the direction of a principal and a trained assistant. The Director of the Training School has charge of the administration of the elementary and junior high schools, the curriculum, methods, observation, and student teaching, and assists in the appointment of graduates. The training school faculty takes an active interest in following up the work of the graduates of the school.

Curriculum: So far as possible, the new Minnesota Course of Study is used throughout the grades. It is important that student teachers become familiar with the state course of study. It is important, too, that students shall have experience in adapting that course of study to the needs of pupils, to the needs of localities, and to the particular needs of changing times. Students are given aid in working out such adaptations through the use and organization of a course of study especially prepared for the Training School.

The Junior High School: The junior high school is composed of the seventh, eighth, and ninth grades. The school forms a connecting link between the elementary school and the college department. In addition, student teachers here come into contact with the most modern organization and administration of a junior high school, in which individual differences and interests, prevocational and social studies, and Americanization receive most definite emphasis.

Practice Teaching in the Special Subjects: It is a custom in the practice teaching department to give opportunity to as many students as possible to participate for some time in teaching in one of the special subjects, as penmanship, gymnasium, drawing, and music. The purpose of this is to make sure that students will be able to teach such subjects in their grades when they enter upon their duty as teachers. In addition, opportunity is given to students specially interested in the special subjects, such as penmanship, art, domestic art, domestic science, manual training, and gymnasium, to do extensive practice teaching in such special subjects, thus preparing special teachers and supervisors for those departments in the public schools.

Rural Demonstration School: A one-room rural school, located three miles south of Moorhead, is affiliated with the Department of Rural Education. The school is used for purposes of demonstration and observation. Here the students in training come into direct contact with a rural community and its activities, and with a progressive teacher who embodies in her work the newer ideas and ideals of rural education. Other rural schools and excellent consolidated schools in the vicinity of Moorhead are used for observation purposes.

Department of Rural Education

The teachers college offers the following work through the department of rural education:

- a. All subjects, academic and professional, necessary to the securing of a first grade and second grade certificate.
- b. A three-year rural curriculum leading to the elementary diploma. The elementary diploma has the legal value of a first grade certificate. This curriculum includes, besides practice-teaching and a thorough study of the common branches, courses in rural school methods, rural home economics, agriculture, construction work, and rural sociology. This diploma will not be granted after 1922.
- c. A special first grade certificate to students taking the advanced graduate curriculum upon completion of one year's work. Credits are required in the following subjects: methods in the common branches, psychology, theory of education, music, rural sociology, construction work, rural home economics, and rural school methods.
- d. A special three-year advanced graduate curriculum for the preparation of supervisors of high school normal training departments. This curriculum leads to the special diploma in elementary education.

- e. A two-year advanced graduate curriculum for the preparation of teachers for consolidated schools with special work in home economics, manual training, and agriculture.
- f. A two-year advanced graduate curriculum leading to the advanced diploma in rural education.
- g. A Country Life Club with a membership of over one hundred is maintained in connection with the department of rural education. The purpose of this club is threefold: (1) To create a sentiment in favor of rural work. (2) To bring future teachers into touch with leading rural educators and rural problems. (3) To develop socially the people most in need of such development.

The Library and Reading Room

General Library: The library contains more than 13,500 volumes, including magazines. In addition, there are nearly 3,000 volumes of government reports, including the official records of the Civil War, Congressional Records, Geological surveys, Ethnological reports, and the reports of the various departments. There are also on file the current numbers of 90 periodicals and newspapers, both general and local.

Children's Library: The children's library in the elementary school building has a collection of over 1,800 books, including fiction, reference, and excellent picture books; the magazine of Travel, the Youth's Companion, and Saint Nicholas; and a collection of more than 500 pictures well arranged and catalogued.

The Courses of Study

Agriculture

5. **Agriculture I.** This course is devoted to agronomy and closely allied subjects. The following topics are considered: the new agriculture, better plants and animals, how plants feed and grow, plant propagation, the soil and its management, essential facts of soil physics and soil chemistry, fertilizers, drainage, the judging of corn, germination and purity tests of small grains, fiber crops, grasses, legumes, forage crops, roots and tubers, silos and silage, fruit recommended for this region, forestry as a farm crop, plant diseases, and insect pests. School gardening and plot work are carried on during the spring and summer terms.
Textbook: Waters' The Essentials of Agriculture.

6. **Agriculture II.**—Animal husbandry and related topics constitute the subject matter of this course. The principal types and breeds of farm animals, the analysis of milk by the Babcock test, the care of poultry, and the methods of calculating rations for all classes of farm animals will be prominent topics in this term's work. In connection with this course, the class will visit the North Dakota Agricultural College and available dairy barns and poultry pens of people living near Moorhead.

Textbooks: Waters' The Essentials of Agriculture. Plumb's Beginnings of Animal Husbandry.

Biological Science

1. **Physiology and Hygiene.** Animal tissue is used to illustrate the principal points of the study. After a careful study of the skeleton, the muscular system is taken up. Under this subject are studied not only the structure, attachment and function of muscles, but the laws governing muscular health. The need of exercise, the amount of exercise, and the best forms of exercise are discussed. The simple chemistry of foods is given in connection with the digestive tract and digestion. Then follow in order the blood and the circulatory system, the respiratory organs and respiration,

proper and improper ventilation, the skin and kidneys, the nervous system and special senses, the throat and voice. This course closes with a brief study of germ diseases and the principles of sanitation.

Textbook: Stiles' Human Physiology.

2. **Civic Biology (Sanitation and Hygiene):** This course is for the discussion of questions based on the subject of sanitation in its broadest sense. It also includes a thorough review of human physiology and gives to the student a good general knowledge of physiology and hygiene so essential to the grade teacher. A text-book in civic biology is used as a basis for this work and civic and social problems such as may confront the teacher are freely discussed. This course is required of all seniors in the belief that the teacher should understand her environment to the end that she may better understand how to improve that environment so that the community may be bettered through her influence.

Textbook: Hunter's A Civic Biology.

3. **Botany I.** This course is confined to a study of the thallus plants, mosses, and ferns. In the belief that an accurate knowledge of the higher plants necessitates at least a fair understanding of the lower forms, a series of types which lead logically to an examination of the flowering plants is made the basis of this work. The principles of organic evolution, as illustrated by plants, are made prominent.

4. **Botany II.** This course is devoted to a study of flowering plants, morphology, physiology, and ecology receiving about equal attention. Enough taxonomic work is done to familiarize the student with the principal points of the study.

Textbook: Bergen and Caldwell's Practical Botany.

5. **Zoology I.** This course includes a general study of invertebrate zoology. Instruction and practice will be given in the handling of aquaria and the keeping of animals for school-room study. The aims of the course are to introduce the pupils to the fundamental facts of animal life, to give them a knowledge of the way in which the simpler types of animals live and of their importance to man, and to familiarize them with materials suitable for use in nature study in the elementary schools.

6. **Zoology II.** Economic entomology is made the basis of this term's work. Well known insects from the leading orders are studied; life histories are used to illustrate best methods of control; composition and preparation of the most available sprays are made plain. Following the study of entomology and closely related to it, bird life is taken up. The distinction is made between beneficial and harmful species and how the former may be encouraged to become more abundant. Throughout both courses the laws and theories of development are emphasized.

Textbook: Daugherty's Principles of Economic Zoology.

Civics

1. **Elementary Civics.** This course begins with a study of local organizations, town, school district, village, city, and county. This is followed by a study of the state and its government, its relation to local and national government being carefully considered. The course is based on the Constitution of Minnesota and the Federal Constitution.

Textbook: Magruder's American Government.

2. **Advanced Civics.** Nation and state are considered both as distinct forms of government, and as interrelated parts of the Federal government. The units of local government, county, town, village, city, and school district, are carefully studied. Some time is devoted to the study of current civic problems.

Textbook: Beard's American Government and Politics.

Prerequisite: Course I, or equivalent.

Drawing

1. **Drawing I.** This course is the study of the simple laws of perspective and their application in object drawing. The principles of perspective are developed and applied in the drawing of still life objects in group arrangements, in outdoor sketching, and the drawing of interiors. The course includes problems in letter design and composition, their application to poster work, freehand sketches in color of flowers and foliage.
2. **Drawing II.** The work of the first term is continued with more attention given to color. Pose and action are studied from life through time sketches and memory drawings. Analysis drawing of nature forms is taken up. To this is added a more formal study of design and its history and application to different purposes and materials.
3. **Drawing III.** This course includes a review of the principles of perspective in object drawing, with the addition of light and shade; a study of design from flower motifs, animal motifs, and landscape motifs; the study of lettering or the making of a poster, and readings planned to help the student organize the work for grade teaching.
Textbooks: *How Children Learn to Draw*, by Sargent and Miller; *Fine and Industrial Arts in Elementary Schools*, by Sargent.
This course is open to graduates of high schools and those who have had equivalent preparation.
4. **Design and Composition.** The principles of design are studied, its development from organic forms and adaptation to given problems. Picture Study is considered in relation to the fundamental principles of composition: Opposition, transition, subordination, repetition and symmetry. Special attention is given to color, value, size, shape, and contrast.
5. **Supervision.** This course involves a study of the presentation of subject matter, the organization of material, equipment, and administration. The instruction includes the use of the various mediums employed in drawing and painting; charcoal, pencil, chalks, water color, pen and ink. The work of the term is summarized in an outline for the eight grades.
6. **Elementary Construction Work.** This course is the same as course 15 under Industrial Arts.
7. **Teaching I.** The student teaches drawing to an entire room in the elementary school, under the supervision of the teacher of drawing and the critic teachers.
8. **Teaching II.** This course is a continuation of course 7.
9. **Mechanical Drawing.** This course is the same as course 5 under Industrial Arts.
10. **Water Color.** This course includes the study and analysis of color in relation to its tones, values, intensities, and combination; color schemes applied to original posters, illustrations, fabric designs, and problems in abstract design.
11. **Historic Ornament.** Architecture and the ornament of each period are studied. Special topics are developed by the class. Notebooks illustrated by full-page copies of the historic ornaments are kept. Attention is given to appropriateness and application of ornament, the capabilities and limitations of material, the continuity of line and form, and the diversity of enrichment.
12. **History of Art.** This course deals with the study of painting and sculpture from the time of the Greeks to the present day.
Prerequisite: Course II.
13. **Advanced Design.** Design is studied with reference to tones, measures, shapes, rhythm, balance, and harmony. The application of design through stencilling, block printing, and batik.

Education

1. **Introduction to Teaching.** This course has a two-fold aim: (1) to introduce the student to general educational problems and scientific methods of solving these problems; (2) to fulfill a "guidance" function of aiding the student to select a specific curriculum. The first aim is realized through an elementary treatment of such problems as the money cost of education; delegating responsibility for carrying on schools; the school building; grouping pupils in classes; the curriculum; individual differences; periodicity in the pupil's development; standardization; methods; classroom management; selected administrative problems; health supervision; play; and training of teachers. The "guidance" function is realized by correlating instruction with visits to the various departments of the local practice school and the schools of Fargo and Moorhead. This course serves as an introduction to all other courses in the department of Education and Psychology.

Textbook: Judd's Introduction to Scientific Study of Education.

2. **Psychology I.** (Introductory Psychology.) This is an elementary course combining the important topics of both general and educational psychology. On the average one period per week is devoted to simple experiments.

Textbooks: Angell's Introduction to Psychology, and Freeman's How Children Learn.

Prerequisite: Introduction to Teaching.

3. **Theory of Education.** This course emphasizes general methods of teaching in elementary schools. Things discussed are: Factors determining the selection and arrangement of subject matter; the routine phases of school keeping; methods of learning involved in various school subjects, and corresponding methods of teaching; how to secure interest and attention; how to provide for individual differences, and to organize supervised study; the use of the textbook and conversational methods; and the technique of using tests and scales in measuring school-room products.

Textbook: Parker's General Methods of Teaching in Elementary Schools.

Prerequisite: Introduction to Teaching.

4. **Psychology II.** (Psychology of the Elementary School Subjects.) This is a study of the methods by which the child learns to write, draw, read, spell, and grasp the meaning of history, geography, mathematics, and natural science. In each case an analysis is made of the mental processes which are developed in learning these subjects. The aim of the course is to prepare the student to understand and intelligently apply methods of teaching.

Textbook: Freeman's Psychology of the Common Branches.

Prerequisite: Introduction to Teaching.

5. **Psychology III.** (Advanced Educational Psychology.) In this course a study is made of individual differences as determined by mental and physical tests; a study of the standard tests for determining mental age; a study of general laws of learning and results of experimentation on various types of learning. Some experiments are performed in this course.

Prerequisites: Introduction to Teaching, and Psychology I.

6. **School Administration.** This course includes a study of the present status of education in the United States; problems arising in connection with state and local administration of education; public school costs and business management; attendance, organization and classification of pupils; the teaching staff. This course is open only to advanced students and may be taken for a full or a half credit.

Textbook: Cubberley's Public School Administration.

7. **Educational Tests and Measurements.** This course deals in an intensive way with the scientific measuring movement. Instruction and practice in the use of standardized tests and scales are given. This is a half term course and is open to those who have had at least one course in Psychology or Education.
8. **Primary Methods.** This course aims to indicate how important principles of teaching may be worked out in the lower grades. The subject matter for those grades is outlined and discussed with special reference to its fitness for meeting the real needs of little children. Observation lessons are given, and these form a basis for the consideration of method in teaching.
9. **Intermediate Grade Methods.** This course covers work in intermediate grade methods in the differentiated curriculums for intermediate grade teachers.
10. **Grammar Grade Methods.** This course covers work in grammar grade methods in the differentiated curriculums for grammar grade teachers.
11. **Rural School Methods.** This course involves studies in school sanitation and decoration, rural management and organization, the making of programs, children's plays and games, children's songs, general lessons, opening exercises, elementary agriculture, children's literature. Social life in rural communities is studied, including the following subjects: county clubs, contests, noonday lunches, and visiting homes of the community. Methods in reading and language are stressed, this work being based upon the course of study. Special work is offered which will show the rural teacher how to adapt the common school branches to the needs of the community.
12. **Practice Teaching I.** Prerequisites: Courses 1, 2 and one of 8, 9, or 10.
13. **Practice Teaching II.** Prerequisites: Course 12.
14. **Practice Teaching III.** Prerequisites: Courses 12 and 13. The students are required to assume larger responsibilities, and they are assigned to do substitute work in the city schools of Moorhead and Fargo.
15. **Kindergarten Theory I.** This is a general course for both kindergarten and primary teachers. It includes a study of the growth of the kindergarten, the old and new methods, the effect of the kindergarten on the public schools, and a brief study of the relation which the kindergarten should bear to the primary grades. Kindergarten magazines are read and public school kindergartens are visited.
16. **Kindergarten Theory II.** This course includes a study of Froebel's life and books. In connection with the Mother Play book, a careful study is made of modern art and sculpture catalogues. Practical work is given with the modern kindergarten materials. A study of songs and games is made with a view to meeting the needs of the child. A study is made of program organization keeping in mind the primary curriculum and the necessity for a vital interrelation of the kindergarten and primary departments.

English

1. **English II, a, b, c.** This course, which continues through three terms, aims primarily to develop an ability to organize thought in those forms of communication which the student will use most in later life. In connection with this work minimum essentials of grammar are insisted on. The range of acquaintance with good books is extended.
Textbook: Clippinger's Written and Spoken English.

2. **English Grammar I.** A brief but suggestive outline of the history and development of the English language is first given. Grammar is defined on a psychological basis, and constant effort is made to bring out the thought relations of speech and to show that grammar can but follow and record the language forms and usages made by the people in their growth as a race. The entire work of this term is with the sentence.
3. **English Grammar II.** The work of this term follows in more detail the general plan of the first term. Parts of speech are now studied apart from the sentence, and thorough drill on the technical side is given. The sentence is reviewed and the relative value and place of the parts of speech in the sentence unit are clearly defined.
4. **English Grammar III.** The aim of this course is to give the mature student a broader view of the scope and power of grammar as the science of language, and to impress upon him the great social and ethical needs of expression and communication as fulfilled through language. Through an outline study of racial evolution and growth, the student is led to see the evolution and growth of thought into the sentence. This course is open to graduates of high schools, and to students having an equivalent preparation.
5. **English Grammar IV.** This is an advanced course in the science of language. Grammar III is a prerequisite.
6. **English Composition I.** In addition to constant practice in oral and written speech, the students engage in a careful study of the choice of a subject, the selection of a title, and the less technical principles governing the use of words, sentences, paragraphs, and whole compositions. Drill in such elementary features as punctuation, and the mechanics of letter-writing is given. Each student reads one work of fiction, and reports upon it.
Textbook: Clippinger's Written and Spoken English.
7. **English Composition II.** The principles of unity, coherence, and emphasis, roughly indicated in the first term's work, are reviewed and more insistently applied. Good use, with its standards as applied to words and sentences, is taken up, especial attention being given to the elimination of barbarisms. Idiom and the grammar of sentences are carefully noted. To teach the student to plan and organize, one longer theme is required, on a subject involving a process of development, or distinct stages of division.
Textbook: Clippinger's Written and Spoken English.
8. **American Literature I.** In this course, the development of American Literature from early times to the Civil War is studied in a historical way, attention being given to the influence of events and conditions in holding back or stimulating the making of literature. The beginnings of those social processes which later affected the more important writings, are also noted. The greater part of the time, however, is spent in the development of a literary judgment through careful consideration of individual works.
9. **American Literature II.** The endeavor in the study of the period after the Civil War is to disentangle the characteristic American tradition which gives hope for the future of our literature; in this connection the more significant living authors are read.
Textbooks: Long's American Literature and Patee's A History of American Literature.
0. **Rhetoric.** This course follows American Literature I and II, putting the student into touch with important contemporary magazines, the vitality and style of which may help him to adequate expression. The subject matter of the student's writing is, as far as possible, material which has a natural and not an arbitrary relation to his own activities.

11. **English Literature I.** This course begins with Beowulf and extends to the end of the Elizabethan Age. The work consists primarily of intensive study of representative classics. Related readings are assigned to individual students, and Long's History of English Literature is studied to give connection.
12. **English Literature II.** This course begins with Milton and extends to the end of the Age of Romanticism. The method is the same as in English Literature I.
Textbook: Long's English Literature.
14. **Literature and Themes.** This course offers a study of the major authors of the Nineteenth Century and an introduction to what is most significant in the modern poetry and fiction of both England and America.
Prerequisite: Composition III.
15. **English Composition III.** This course is required of all candidates for the Advanced Diploma and should be taken in the Junior year. The first part of the term is spent in a thorough study of paragraph and theme structure from a modern point of view, and involves the writing of a number of short themes and two or more long themes. Toward the end of the course some time will be devoted to a study of methods of teaching composition.
Textbooks: Greever and Jones' Century Handbook of Writing; Canby's Composition in Theory and Practice.
16. **The Short Story.** This is an elective course, open to students who have completed Composition III or to others upon the consent of the instructor.
• This course consists of an intensive study of the modern short story with library readings and constant practice in composition.
17. **Children's Literature.** This course is planned to assist students to acquire an acquaintance with children's literature, as far as such assistance can be given by formal instruction. The course attempts to give to normal school students a brief history of children's books; to convince them of the value of the reading habit; to teach them how to judge books; to familiarize them with some of the best collections of stories for children; to give practice in story telling; and to disclose to them something of the wealth of material in print for the child's instruction and delight. Several hundred of the best books for children are in the libraries of the college, and are available for use by students taking the course.
18. **Library Science.** The course in library science is planned with reference to two objective points:
 - a. The value of such work to the normal school student as an individual and as a teacher.
 - b. The value of such work to the children she is to teach.
 Stress is laid upon the actual use of books; and a simple plan for the use of school libraries is carefully presented. Instruction covers the following points:
 1. Book selection and bibliography, based on approved lists of books for schools, comparison of graded lists, and actual study of books themselves in each class.
 2. Classification: Outline main division of the Dewey decimal classification, and study the arrangement of books on the shelves, and the kind of book included in each class.
 3. Cataloging (Including shelf-list and accession): Study the catalog itself, its use, and give practice work in simplest forms of author, title subject, and analytic entries.
 4. Reference Work: Encyclopedias, dictionaries, hand-books, ready reference books in history, etc.; indexes to periodicals; practice in looking up topics, and debating material.
 5. Administration: Special lectures upon general library topics, such as library commissions, relation of school to public library, and similar topics.

19. **Methods in Junior High School English.** This course considers the aims, methods, and organization of English work in the junior high school.
20. **Spelling and Penmanship.** This course is required of all candidates for the elementary and advanced diploma.
Textbook: The Palmer Method of Business Writing.
21. **Special Class in English.** Students who are deficient in the essential elements of English will be required to do special work in this subject without extra credit. The school will not recommend students who are deficient in English or in Spelling.

Geography

1. **Physical Geography.** This deals with the land forms and the forces that have shaped them. It also deals with the more important phases of the atmosphere, weather, climate, etc.
2. **Industrial and Commercial Geography.** A study of some of the more important industries, and of the geographic conditions which influence the distribution of raw materials, industry and production, and of the transportation and trade resulting therefrom. Particular stress is laid upon the study of the industries, commerce, and transportation of the United States. By means of the study of principles involved here a background for a detailed study of other countries is laid.
Textbook: Smith's Commerce and Industry.
3. **Principles of Geography.** This course presents a study of such principles as are indispensable in understanding any continent or country. It deals with geographic forms and climatic conditions, and their relationships to life. Frequent reference is made to materials and principles in their relation to work in the elementary schools.
Textbook: Salisbury, Barrows and Tower's Elements of Geography.
4. **Regional Geography.** Any one of the following may be chosen for a term's work of intensive study: North America, South America, Europe, Asia, Africa, Australia. No textbook is used. Courses are conducted by references to many sources. Much of the work is enlivened by the project-problem method. While resources, industries, and products claim much attention, the chief concern has to do with the conditions of life and people as affected by the geographic background. Practice in collecting and organizing geographical material is an important phase of the work.
5. **Physiography.** An advanced course for students of college rank. An especially valuable course for those who expect to teach in a junior high school.
Textbook: Salisbury's Physiography.
6. **Advanced Geography.** Deals with the salient points in the geography of the leading countries of the world from the modern viewpoint. Especially important in view of the recent readjustments of peoples and the re-making of the world map.

History

1. **English History.** The development of English institutions—governmental, industrial, and social—is the theme of this course. Special emphasis is given to relations existing between the history and development of England and that of the United States. The period studied extends from the Norman Conquest through the World War.
Textbook: Walker's Essentials in English History.

2. **American History I.** This course includes the period of American history beginning with the European background of American history and ending with the Federalist period. The Colonial period is briefly taken up, with special reference to the life of the people and the development of Colonial government in its relation to English institutions.
3. **American History II.** This course includes the periods in American history from the Federalist period to the present day. Special emphasis is placed upon political, social, and industrial development, and the modern problems that present themselves in the twentieth century. Hart's Essentials in American History is used as a basis for study in correlation with Hart's Epoch Series.
4. **American History III A.** This course presupposes an elementary knowledge of American history. The period studied extends from 1879 to the present time. A discussion of the industrial conditions, political issues, and constructive legislation of the period is followed by a study of America's part in the World War and in international politics. No text is used.
- American History III B.** This course is in all respects similar to the preceding course. The period studied is that beginning with the administration of Andrew Jackson and ending with the close of the reconstruction period. When possible students will be allowed to elect either course A or course B.
5. **General History I.** This course covers the period of ancient history to the death of Charlemagne.
6. **General History II.** This course includes the main facts in European history to the close of the seventeenth century.
7. **General History III.** This course completes the survey of European history, and concludes with a careful study of present world conditions.
8. **Economics I.** This course is devoted to the study of the theories and principles of modern political economy. A rapid treatment of industrial history is followed by thorough work in the consumption, production, and exchange of wealth. The theories of value are emphasized.
9. **European History.** An elective course leading to college credit.

Home Economics

1. **Domestic Art.** This course involves a study of stitches with the application made in cutting, fitting, and sewing of simple garments; knitting, crocheting, darning, patching, and simple embroidery. A study is made also of textiles, and of cultivation and preparation for use of the fibres—cotton, wool, linen, and silk. Use of commercial patterns is introduced.
2. **Domestic Art II.** This course is a continuation of Course I. Economics, hygiene, design, and color are studied in their relation to dress. The principles of drafting, use and adaptation of commercial patterns are emphasized. The laboratory work includes the making of waists, skirts, dresses and dress accessories.
Prerequisite: Domestic Art I.
3. **Domestic Science I.** The purpose of this course is to give a working knowledge of the general principles of cookery with an introduction to planning and serving of meals in the home. Fundamental processes of food preparation for the sick and convalescent are considered. Laboratory work in food preparation and preservation is combined with lectures and recitations. It is intended for students who are planning to teach or take charge of families where such work is required.

4. **Domestic Science II. (Special.)** This course is a continuation of Course 6 with especial emphasis on the preparation and the serving of meals, and demonstration talks. Equipment for school and home kitchens is planned and an annotated list of books relating to foods and cookery is made by each student.
5. **Dietetics.** This course deals with the requirements of the individual in health and disease throughout infancy, childhood, adolescence, adult life and old age from the viewpoint of physiology and chemistry of digestion, the nutritive properties of proteins, fats, carbohydrates and ash constituents. In the laboratory, food values are studied quantitatively and problems in dietaries for different ages and conditions with especial regard to economic and social conditions.
Prerequisite: Courses 3, 6 and 7.
6. **Household Chemistry I.** This course takes up the preparation of the various staple foods from the raw state to the finished product in marketable form. Among the various subjects considered are the cereals, flours, meals, starch, bread, sugars, meats, dairy products, spices and condiments.
No prerequisite.
Textbooks: Vulte and Vanderbilt's Food Industries and Household Chemistry.
7. **Household Chemistry II.** This course includes the study of water; composition, analysis and purification; liquid and gaseous fuels; composition, manufacture, properties and testing; hydrocarbons; classification and properties; alcohols, acids; examination of fruit products; carbohydrates; testing of flours, cereals, etc; fats, properties, soap making; proteins, classification, properties; examination of eggs, meat, milk, cheese, gelatine; baking powders; tea, coffee, cocoa. Some time is also given to salivary digestion and urinalysis.
8. **Bacteriology.** This course consists of a study of typical bacteria, yeasts, and molds by means of the microscope and of cultural methods, to the end that the student may have a clear understanding of the relation of these tiny organisms to the home.
Textbook: Buchanan's Household Bacteriology.
9. **Teaching.** The students teach sewing and cooking in the grades of the elementary school, under the supervision of a critic teacher. Throughout this course, the students are required to plan all the work, and they are held responsible for its proper presentation to the classes. The methods of teaching in elementary and high schools are studied and curriculums are planned. A study of laboratory equipment and management is made.
10. **Hygiene and Sanitation.** This course involves studies in personal, home, and social hygiene, and work in other subjects bearing upon the general theme of sanitation in its relation to the home and the community.
11. **Household Administration.** This course treats of the kinds of service needed in various parts of the household and the systematic planning of the daily routine, including sanitary conditions in and around the house, ventilation, water supply, heating, plumbing, domestic laundering, business of the household, household processes and care of the household. Instruction is also given in domestic emergencies, and simple sick-room procedures.
12. **Rural Home Economics.** This course deals with those phases of home economics that the rural school teacher will find of especial value to her. It includes elementary food preparation, serving of hot lunches, elementary hand and machine sewing, and garment making.

Industrial Arts

1. **Wood-Working I.** This course is for beginners in bench work in wood. It aims to familiarize the student with woodworking tools and some of the fundamental principles and processes used in wood-work. Useful articles for home and the use of the institution are made to secure progressive tool exercises. Attention is given to the study of woods and the care of tools.
2. **Wood-Working II.** This course includes advance work in joinery and the principles of wood finishing.
Prerequisite: Wood-Working I.
3. **Wood-Turning.** Teaches the principles of wood turning both in spindle turning and in face plate work. May be taken as a part of Wood-Working II or as a separate course.
4. **Carpentry.** This course takes up the fundamental operations in the construction of frame buildings. The following points are given due consideration: foundations, floor framing, outside wall framing, roof framing.
5. **Mechanical Drawing I.** This course is for beginners in drawing. The use of instruments, lettering, and the making of working drawings for shop projects are taught.
6. **Mechanical Drawing II.** Teaches the principles as applied in the fields of wood-work, metal-work, and architecture.
7. **Mechanical Drawing III.** Mechanical Drawing III may be adapted to the particular field in which the pupil wishes to work. The course may be Machine Drawing, Architectural Drawing or Sheet Metal Drawing.
8. **Printing I.** A course in which proof-reading, type-setting, stone-work and press-work are taught. The work will be for the most part practical production for school use.
9. **Printing II.** Advanced work in printing in which the principles of design and composition are taught. Color printing and binding will be included.
10. **Machine Shop Work.** A course in turning, threading, boring and otherwise handling iron for use about engines, tractors, and automobiles.
11. **Forge Work.** Instruction is given in the essential processes and practices of the forge shop. The shop practice is carried out in the making of tools and useful articles.
12. **Metal Work, Pottery, and Book-Binding.** An advanced course for art students in the application of design to various materials. Course will include the hammering, sawing and etching of copper, brass and silver. The pottery work will include the making of vases and tiles by various methods. The book-binding will include sewing and binding of booklets and books.
13. **History and Organization.** This course takes up the history and development of the Industrial Arts. Methods in conducting classes are discussed. Curriculums and equipments are planned by the students.
14. **Teaching.** Students in this department are required to teach one or two terms in the grades of the elementary school.
15. **Hand Work.** This is a course in construction work and includes cardboard and paper work, raffia, textiles, weaving, basketry, simple pottery, and simple bookbinding.

Mathematics

1. **General Mathematics, a, b, c.** This course includes the work usually given in Plane Geometry, extends the previous work in Algebra, and introduces other common elementary mathematics. Three terms.
Textbook: Breslich's Second Year Mathematics.
2. **Arithmetic I.** An elective for high school undergraduates who need certificate credit.
Prerequisite: Elementary Algebra or its equivalent.
3. **Plane Geometry I and II.** An alternative for General Mathematics.
Textbook: Wentworth and Smith's Plane Geometry.
4. **Solid Geometry.** Given in the spring term alternate years.
Textbook: Wentworth and Smith's Solid Geometry.
5. **Advanced Algebra.** Theory of exponents, radicals, quadratic equations, ratio and proportion, arithmetical and geometrical progressions, binomial theorem, applications of algebra. Given in the spring term alternate years.
Textbook: Hawkes, Louby and Touton's Complete Algebra.
6. **Arithmetic III.** This course includes a review with emphasis on accuracy, economy of time and effort, and logical analysis; a study of educational aims and values in arithmetic, and of present demands and tendencies. The intention is to give prospective teachers a grasp of the subject as a whole, with practical suggestions as to modes of presentation in the grades. This course is open to high school graduates or those having an equivalent preparation.
Textbooks: Finney and Brown's Modern Business Arithmetic, Klap-
per's Methods in Arithmetic, Brown and Coffman's How to Teach Arith-
metic.
7. **College Algebra.** An elective course leading to college credit.
Textbook: Fite's College Algebra.
8. **Trigonometry.** An elective course leading to college credit.
Textbook: Wentworth and Smith's Plane Trigonometry.
9. **Mathematics for Junior High Schools.** This course includes a discussion of the aim of the junior high school as applied to mathematics, the choice and arrangement of subject matter, methods of presentation, a study of textbooks and special work in concrete geometry and algebra. The work is planned to meet the needs of students who are to teach mathematics in junior high schools.

Modern Language—French

1. **French I, a.** In this course are included the elements of French grammar, the reading of easy texts, drill in pronunciation, spelling, conversation, and composition.
2. **French I, b.** Continuation of French I, a.
3. **French I, c.** Continuation of French I, b with special drill in irregular verbs.
4. **French II, a.** Advanced French Grammar, including the review of irregular verbs and the study of more technical construction and idioms. Talbot's *LeFrancais et Sa Patrie* and French Composition are used intensively.
5. **French II, b.** Continuation of French II, with additional reading, dictation and conversation.
6. **French II, c.** Continuation of French II, b with the study of a simple French drama.

Music

1. **Music I.** This course is devoted largely to sight reading and elementary theory. All key signatures, major scales, chromatic scales, various kinds of measures and easy exercises, both original and from dictation, are written. Short tunes are transposed from one key to another. After sufficient practice has been given in singing the simpler forms of music, and the structure noted, students are required to write original tunes of eight, or sixteen measures, in all the various kinds of time. Sight reading and song singing are the practical applications of the theory, and the greater part of the time is given to this phase of the work. The music textbooks which are in common use in the public schools of Minnesota are used for the sight reading.
2. **Music II.** Advanced sight reading, ear training, study of the minor scales in all modes, intervals, triads, chords, and the elements of harmony form the basis of work for the first half of this course.

The second half is given up to methods. The aim is to make this work practical. A curriculum is outlined, the special features of the work in each grade are discussed, and demonstration lessons on various topics are given by students.
3. **Music III.** The work of this course embraces that of Courses 1 and 2. Opportunity is offered to students who have completed this course, or Course 2, to teach music in the model school. This course is open to graduates of high schools, and to students having an equivalent preparation.

For further work in music, see the special curriculum in music.
4. **Harmony I.** The fundamental principles of melody as well as of harmony are dealt with in this course.
5. **Harmony II.** This course continues the work in modulation by means of the attendant chords and non-structural chords, enharmonic modulation to distantly related keys, and transient and intermediate modulations. Analysis of passages from classic compositions is undertaken. Gow's *Structure of Music* is the text used.
6. **Advanced Sight Reading.** Average reading ability being a prerequisite for this course, difficult music is used from the beginning. Songs are sung unaccompanied with and without use of the syllable names. Individual, ensemble, and group work vary the lessons. Writing from dictation and ear training each has its place here, and the victrola is used in this connection.
7. **Methods in Grammar Grades and High School.** This work is a general discussion of the underlying principles of pedagogy as applied to the various phases of public school music teaching. A definite curriculum is taken up grade by grade, specific in its nature, yet elastic enough to be adjustable to the varying needs of different communities and schools. Students are required to give type lessons on various grade problems, and the lessons are criticized by the class. A curriculum beyond the regular chorus work is organized along lines suitable for use in a high school. Opportunity for practice in chorus conducting, arranging programs, and regular class room work is offered in the training department. The aim is to make the scope of work in this class as broad as possible, and many references are given to books written by the best representatives of modern thought in the field of music.
8. **History of Music.** This course deals with the history of music. The works of the old masters are used to illustrate the class work throughout. A great deal of reference work is required in this course.

9. **Music Form.** Form has to do largely with the intellectual grasp of music. The framework of music is taken up beginning with the phrase, period and double period, through the two-part song form and three-part song form to the sonata and symphony. Analysis of the form of musical composition takes an important place in the work. The ability to recognize these forms and the various movements and parts of the sonata, through the ear, is tested by means of piano renditions and selections on mechanical players.
10. **Teaching I.** Teaching in the elementary school under the supervision of critic teachers.
11. **Teaching II.** Teaching music in the elementary school under the supervision of the director of work in music and critic teachers.
Prerequisite: Course 10.
12. **Teaching III.** Teaching music in the elementary school as in Course II.
Prerequisite: Course II.
13. **Musical Appreciation.** The aim in this course is to bring about a better understanding of what constitutes good music, both as to its content and its rendition. Standards for judgment of the qualifications of good music are laid through reading, lectures, and recitals. Illustrations are furnished by mechanical players and local artists.
Textbooks: What Is Good Music, by Henderson. Appreciation of Music, by Surret. Modern Musical Drift, by Henderson. How to Appreciate Music, by Kobbe. Story of Music, by Henderson.

Physical Education

1. **Physical Education I.** Three periods a week are required of all women students. Any student who is physically unable to take regular class exercise will, upon written recommendation from her own physician, be given special corrective work suited to her condition. All students will receive thorough physical examination before entering any classes in physical education.
Gymnasium Costume consists of full dark bloomers, white middy blouse, black hose, and soft or rubber-soled shoes.
Junior Year. Each student has two hours of beginning work, in marching, military tactics, and setting up exercises which aim to give her good posture and to correct physical defects. Students are introduced to the various forms of hand apparatus and especial emphasis is laid upon teaching problems. Frequent lectures on health and hygiene supplement the class work.
For the third period the student may choose one of the following:
 - a. Beginning games; a course which aims to give wide experience in games for every possible occasion.
 - b. Beginning dancing. This includes both aesthetic and folk dancing and is intended to supply the prospective teacher with material for festivals and entertainments.
2. **Playground Methods. Senior Year.** Each senior will be required to complete one term of this work. The class meets three times a week for lecture and practical work. Every student has an opportunity for actual practice in playground management and team game coaching. The class conducts the work of the athletic association in the elementary school.
Play Hour: The class in Playground Methods conducts a recreation hour on Wednesday evenings from 6:30 to 7:30. This is a practical problem in community entertainment and the hour is spent in the gymnasium or on the campus, depending upon weather conditions.

3. **Physical Education III.** This course is a continuation of the Junior work, but lays stress on the teaching side of the work. Capable seniors are permitted to substitute teaching of elementary school classes for part of the required floor work.
4. **Pageantry and School Festivals.** This is a credit course and aims to give practical training in the planning, organization, rehearsing and producing of school as well as community festivals and celebrations of all types. In addition to reading and lecture work on the history of pageantry, the class produces one big festival and learns to correlate this work with all branches of school curriculum.

Physical Science

1. **Physics I.** This is a first course in the subject of physics and is devoted to the study of the mechanics of solids, liquids, and gases. The following topics are emphasized among those studied: fundamental units of measurement, motion and force, work and energy, gravitation, simple machines; forces due to the weight of a liquid and transmitted by it, Archimedes' principle, molecular forces in liquids; general properties of gases, air pressure and its applications.
Prerequisite: Introductory Mathematics and General Mathematics, or Elementary Algebra and Plane Geometry I, II.
2. **Physics II.** This course is a continuation of Physics I and is devoted to the study of heat, magnetism and electricity. Under heat is included a study of temperature and its measurement, expansion, calorimetry, fusion, evaporation, transference of heat, and the relation between heat and work. Under magnetism and electricity are included a study of electrostatics, magnets and the nature of magnetism, current electricity as produced by voltaic cells, effects of electric currents, electrical measurements, induced currents, dynamos and motors, the transformer, electric lighting, the telegraph and the telephone.
Prerequisite: Physics I, or its equivalent.
3. **Physics III.** Sound, light, and radiant energy are studied in this course.
Prerequisite: Physics I and Physics II, or their equivalent.
Laboratory work, to the extent of an average of two double periods per week, is required with the above courses.
Textbooks: Gorton, A High School Course in Physics; Gorton, Laboratory Exercises in Physics; Fuller and Brownlee, Laboratory Exercises in Physics.
4. **Physics IV.** This is a course designed for high school graduates, or students of equivalent preparation, who are specializing in Home Economics. It lays especial emphasis upon the physical principles and mechanism employed in mechanical equipment for the home. It is very desirable that elementary general courses in physics and in chemistry precede this course. Offered fall term only.
5. **Chemistry I.** This course deals with the fundamental facts and principles of general inorganic chemistry, detailed study being made of such types of elements and compounds as bear directly upon this phase. Attention is also given to the founders of the science, and to some of the great contributors. Class work, two days each week, supplemented by six hours of laboratory work.
6. **Chemistry II.** A more detailed study of the elements and most important compounds, the chief ores and mineral deposits, the chemical processes and compounds involved in many commercial and industrial processes, and the applications of chemical processes to daily environment. Laboratory work occupies the most of the time during this course.
Textbook: Brownlee and others.

7. **Elementary Science.** Elementary Science is the term applied to the study of those phases of the natural sciences which are best adapted for study in the graded schools of the state. At the close of the course a suggestive outline of study is given for each science taken up. Although suggestive, these outlines indicate the phases of the subject material to be used, methods of presentation and objects to be attained in each grade from the first to the eighth. Geology, botany, zoology, and meteorology are the sciences studied.

Reading and Public Speaking

1. **Reading I.** Volumes one and two of *Evolution of Expression* are used as the text. These are supplemented by standard prose and poetry in the logical order of development. Special attention is given to the individual in this class.
2. **Reading II.** Volumes two and three of *Evolution of Expression*. Supplementary prose and poetry are largely used. Dramatic work is introduced. The essentials of teaching reading are given.
3. **Reading III.** Attention is given to the expressional development of each member of the class before the regular work in methods begins. The principles employed in teaching the selections made for study are such as can be adapted to a broad range of literature. Special studies are: (a) the choice of material for use in grade work; (b) the cultivation of the literary taste of children; (c) the art of story telling. This course is open to high school graduates, or those having an equivalent preparation.
4. **Public Speaking.** The study of English and American Orators. The principles of vocal and literary interpretation as applied to speech making. The preparation and delivery of speeches on vital questions of the day. Drill in Parliamentary Law. This is an elective, but may be taken in place of Reading III and credited as such.
Prerequisite: Reading III or its equivalent.

Sociology

1. **General Sociology.** This course is a study of modern social problems, and of the proper attitude of the teacher toward service and citizenship. Wide reading of the best authorities, both in books and in periodicals of standard worth, is required. The basic text is Hayes, *Introduction to Sociology*. The following topics are included in the class discussions and in individual studies: labor problems; socialism; organized charity; social settlements; criminology; the theater; parks and playgrounds; social and civic centers; the negro problem; divorce; eugenics; poverty; the liquor problem. Education as the only safe basis of democratic government is the final theme of the course.
Prerequisite: Course 2, civics.
2. **Rural Sociology.** This course, planned to meet the needs of rural school teachers, involves studies of the following topics: importance of rural sociology; types of communities; rural and urban increase; social nature of the rural problem; advantages and disadvantages of farm life; improvement of agricultural production; improvement of transportation and communication; rural health and sanitation; making farm life more attractive; socialization of country life; clubs; libraries; the country church; higher education; adjustment of the rural school to the needs of rural communities; the organization of the rural school; the curriculum for the rural school; opening exercises; general exercises; children's literature; agriculture; domestic economy; manual training; children's games and plays; school sanitation and decoration; contests; rural charity and correction; rural social surveys.
Textbooks: Gillette's *Constructive Rural Sociology* and Foght's *American Rural School*.

Class Memorials

The first class to be graduated from the school left, as a token of regard and love for their Alma Mater, a picture to adorn its walls; and the pleasant custom of thus leaving some such memorial to the institution has been followed by succeeding classes. These gifts, as typifying the intimate relationship between the pupils and the school, represent far more to donor and recipient, than any mere financial consideration involved. The memorials thus bestowed are as follows:

- Class of '90. Etching, a landscape.
- Class of '91. Etching, a landscape.
- Class of '92. Steel engraving, "Persepolis," by Briton Reviere.
- Class of '93. Steel engraving, "A Reading from Homer," by Alma-Tadema.
- Class of '94. Bust of Homer.
- Class of '95. Picture, Castle St. Angelo.
- Class of '96. Picture, "Colosseum."
- Class of '97. Large leather arm chair for the President's office.
- Class of '98. Large United States flag.
- Class of '99. Electric chandelier for main office.
- Class of '00. Sargent's "Prophets."
- Class of '01. Statue, "Winged Mercury."
- Class of '02. Statue, "Thalia, Goddess of Comedy."
- Class of '03. Reading desk for auditorium, and library clock.
- Class of '04. Four pictures of American statesmen for main corridor.
- Class of '05. Five pictures for main corridor.
- Class of '06. Seven pictures for main corridor.
- Class of '07. Portrait painting of President Weld, by Margarethe Heisser.
- Class of '08. Four large pictures for main entrance.
- Class of '09. Heroic statue of Lincoln.
- Class of '10. Three large pictures.
- Class of '11. Two large pictures.
- Class of '12. Victrola.
- Class of '13. Painting, "The Prayer in the Desert," by Tarenghi.
- Class of '14. Marble seat for the school campus.
- Class of '15. Curtain for the stage in the new auditorium.
- Class of '16. Curtain for the stage in the new auditorium.
- Class of '17. \$200 to American Red Cross Association.
- Class of '18. \$500 to Red Cross Service.
- Class of '19. Care of three French war orphans and a fund for memorial windows in honor of those killed in the World War.
- Class of '20. \$542 for the completion of three memorial windows for the auditorium.



The College

General Information

A CORDIAL invitation is extended to all persons who may be interested in school work to visit this institution, and, especially those who are engaged in educational work are invited. Trained teachers are in demand, and this college will always welcome inquiries for such teachers. It is the purpose of the administration of the college to be as helpful as possible to public school officials, and with that end in view, it will strive to place its graduates so that they may serve the state with credit to themselves and to the educational interests involved. Persons desiring other information concerning the State Teachers College at Moorhead, than that contained in this catalogue, are requested to address the President.



Dining Room, Comstock Hall

Board in Private Families. Board may be obtained in private families, and rooms may be rented, where students may do their own cooking, if they wish to reduce expenses. Students are advised to make personal application for rooms rather than to engage them through correspondence. Lists of rooming and boarding places may be secured upon arrival at the office of the Dean of Women. Students will be required, in all cases, to consult with the President or the Dean of Women in the choice of a boarding place.

Art Exhibit. An art exhibit of superior merit is an annual event at the

college. The exhibit is maintained, usually, during one week. The exhibit is open to all persons connected with the school, and of the community.

The Weekly Calendar. A calendar is issued at the beginning of each week, and distributed to the members of the school. Activities of the various organizations of the college, and events of interest to members of the college, and other persons, are scheduled in the calendar. Copies of the calendar will be mailed to any person upon request.

The News Letter. A news letter containing items of interest to members of the school is issued at the close of each week. Matters relating to the activities of the college, are, in this way, brought to the attention of the students and alumni. Copies of the news letter may be secured upon request.

The Praeceptor. A college annual, published under the auspices of the senior class, is a distinctive and helpful feature of the work of the institution. Co-operation, the underlying principle of successful work, does much to foster a spirit of loyalty and unity among members of the class, and affords an opportunity for growth and resourcefulness on the part of members of the Praeceptor Staff. The undertaking is generously supported by the students and the faculty.

Noon Luncheon. Young women who are registered in the department of home economics plan, prepare, and serve hot luncheons each day. These luncheons are served in cafeteria style to all students who desire them. This work serves a three-fold purpose: the students in the department have practice in large quantity cookery they are prepared to take charge of similar work upon leaving college, and those students who remain in the buildings during the noon hour have an opportunity to procure a hot luncheon at a nominal cost.

The Bulletin. The bulletin is a quarterly magazine, published by the college. It is devoted to the interests of the teachers college in particular, and in general to the educational interests of the Northwest. Sample copies will be sent to any address upon request.

Sessions. There are two sessions a day. The morning session begins at 8:15 o'clock, and closes at 12:10. The afternoon session begins at 1:30 and closes at 3:40. The elementary school has two sessions. The morning session begins at 9:00 o'clock, and closes at 11:40. The afternoon session begins at 1:30, and closes at 3:30.



Moorhead Foot Ball Team. A Successful Forward Pass.

Life of the Student. Wheeler Hall, and Comstock Hall, situated on the campus not far from the main college buildings, are attractive homes for young women. Here the young women of the college are surrounded by a stimulating and Christian influence. The purpose of the administration of the halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of refinement and good cheer. The buildings are arranged to accommodate two hundred

students, and they are modern throughout, having a complete equipment of bath rooms, toilet rooms, steam heat, electric light, and laundry rooms. All the rooms are well arranged and well lighted. Each sleeping apartment contains two closets, and all the necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. The health and comfort of the students is the first consideration, and all matters relating to food, hygiene, and sanitation are carefully observed. A college nurse, who lives in Comstock Hall, calls upon all those who are ill, and personally supervises their care. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, vary from \$5.00 to \$6.00 a week. This rate is exceedingly low, when one considers the completeness of the service offered. The table board is excellent, and the buildings are finely equipped. Meals to guests are 25 cents each. Bills are payable one month in advance. No discount is made for absences under one week, except in the case of the regular vacations, as indicated in the calendar. Discounts will be made for such vacations. Students are required to take care of their own rooms. Mail is taken to the postoffice, and delivered twice a day.



Rooms of Dean of Women, Wheeler Hall

What Students Furnish. The students are expected to supply themselves with a hot water bag, bath towels, towels, wash cloths, bureau scarfs, one couch cover, bedroom slippers, and quilts or a pair of blankets. All articles should be plainly marked with the owner's name. It is suggested that each student be provided with a napkin ring, a well equipped work bag, a clothes bag, rubbers, an umbrella, a shoe bag, a bathrobe or kimona, and a high school dictionary. Young women who wear eye-glasses or spectacles are advised to have at least one extra pair. Students are requested to consult with the House Director before securing window curtains.

Work of the Dean of Women. The student body of the teachers college divides itself naturally into two groups, consisting of those who reside in the halls and those who live in various homes about the city. Not only do the halls

form the center of the college life, but they are a positive force in molding the spirit of the institution. Their influence spreads throughout college circles, creating a sentiment for all which enriches the lives of young women.

To stimulate this influence and to further the spirit of unity in college activities, the Dean of Women has the same personal interest in the students residing outside the halls as she has for those who reside within them. Thus the health, the profitable use of time and energy, the social welfare of the young women are all matters which concern her in an intimate way.

In order to facilitate this acquaintance and to come in close relation with these phases of student life, each young woman is requested upon her arrival to register in the office of the Dean of Women. Here are lists of approved boarding and rooming places which serve to help a student in finding a comfortable location.

With a view to closer association of college and home interest, the Dean of Women entertains the young women of the school in groups. These occasions, which are of an informal nature, afford an opportunity for social grace and initiative along lines of entertainment, and foster a feeling of good fellowship throughout the school.



Physical Training for Women

Entertainments

By the favor and ready co-operation of members and friends of the college, an opportunity is given during the year to hear the talent of the two cities in dramatic readings, music, and in recitals of various kinds. The major part of the entertainment is given by the visiting artists, the young women assisting with their accomplishments from time to time.

The Play Hour. On Wednesday evenings from 6:45 to 7:30 a "Play Hour" is conducted in the gymnasium, or out of doors when the weather permits, under the direction of the physical training director. This is a recreation hour for games, stunts, baseball and basketball.

Course of Entertainments. A course of entertainments is given in the auditorium of the college annually, during the winter season. Attractions of high merit are provided, and every effort is put forth to make the course instructive as well as entertaining.

Dramatics. A play is presented by members of the senior class, each year, under the direction of the head of the department of reading. Some of the plays that have been presented are, *The House of Rimmon*, *The Wolf of Gubbio*, *The Piper*, *The Merchant of Venice*, *Joan of Arc*, *Robin Hood*, *The Tempest*, *Joseph and His Brethren*, *The Betrothal*.

The Open Hour. On Tuesday evenings of alternate weeks, from seven to eight is reserved for "The Open Hour" in Wheeler Hall parlors. This is a time for informal entertainments, house meetings, and special programs.

Organizations

The Athletic Association. The provisions of the constitution of the Athletic Association connected with the college are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support. The president, vice-president, secretary, and treasurer of the association, two other students, two members of the faculty, and one member of the Alumni Association, constitute the athletic board of control.

Country Life Club. The club was organized in the fall of 1915, and has grown steadily in numbers and popularity since that time, now having a membership of over one hundred fifty. The meetings are held on the second and fourth Wednesdays of each month. The purpose of the club is three-fold: 1. To stimulate an interest in rural problems and education. 2. To bring before prospective rural teachers those people in our own state and elsewhere who are devoting their time to the important phases of rural life. 3. To give each one of its members an opportunity to meet in a social way, and to become intimately acquainted with the other students with whom they have common interests and aspirations.

Girls' Glee Club. A Glee Club of about twenty-four voices is maintained for the young women of the college. Voices are tested for membership in the club, and students having good voices and some ability to read music are chosen. Preference is given to seniors and juniors. This year the Glee Club made a successful ten-day tour of the surrounding towns, where it gave concerts to crowded houses. It is expected that this shall become an annual feature of the life of the college.

Home Economics Association. The Home Economics Association was organized in 1915 for the purpose of discussing subjects of interest to homemakers. All students taking work in home economics are eligible to membership. The association maintains a home economics scholarship to be awarded, annually, to the student in the department whose general attainment is superior in all departments of the college.

Orchestra. The school orchestra is maintained under the direction of the music department. Any student who plays an orchestral instrument is eligible to membership. The orchestra is often called upon to play at college functions and recitals.

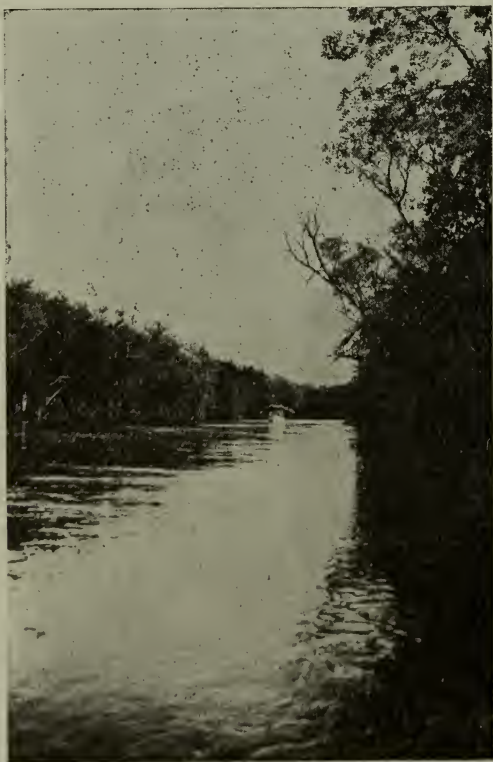
Young Women's Christian Association. Active work is done by the women of the college in the Young Women's Christian Association. Regular meetings are held each week, and, occasionally, social functions are given under the auspices of the association.

One of the most interesting phases of the work is that done under the direction of the Social Service committee. There are various kinds of work represented, such as friendly visiting at institutions and homes, sewing and calisthenics for children, teaching English to foreigners, distribution of Thanksgiving baskets to the poor of the city, and services along other lines to people whose lives are different from their own.

The Women's League. The Women's League is organized with the two-fold purpose of enlarging the knowledge concerning the individual woman and her needs, and of broadening and deepening her knowledge of her environment. Through talks and other mediums, the League hopes to add to the knowledge concerning the individual woman, and to increase her sense of group consciousness.

Arion. Arion is a musical organization for the purpose of providing instrumental music for chapel exercises. Membership is determined by election after a test performance has been given by the applicant. The club gives occasional programs.

Althaia and Othello are two active literary societies for the purpose of encouraging research and creative composition. Election is based on original work submitted to the societies.



Along the Red River of the North

Camp Fire Girls is an organization made up of groups of girls who want to make life just as splendid as is possible. They are seeking to develop the spirit of home so that it will influence the entire community. It is an army of girls who do things.

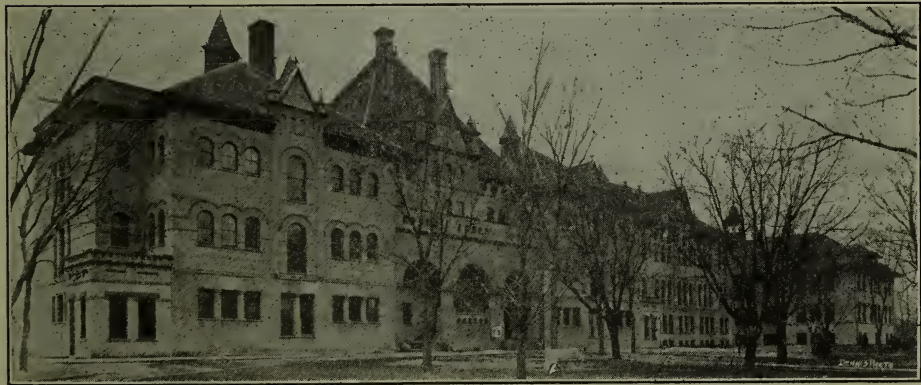
Camp Fire has made rapid growth during the year 1920-21. Two Camp Fires were organized the previous year, one, a group of seniors who were given special training in guardianship while doing some regular Camp Fire work, and another group of juniors and underclassmen who did regular Camp Fire work.

So much enthusiasm was aroused that in the fall of 1920, a third group was organized. Since the first of this year the spirit has spread so that we now have a Camp Fire group of freshmen girls, another of seventh and eighth grade girls in the Elementary School, and a Bluebird Nest, sponsored by the older groups, in the intermediate grades.

Faculty members who are interested in this work act as guardians. Senior and junior girls who have had experience and training as Camp Fire Girls are acting as guardians and assistant guardians of several groups, thus receiving valuable training in leadership.

Many opportunities are found for participating in school and community activities. Girls who are already members of Camp Fires may continue their work while attending the Moorhead State Teachers College.

The work for the year culminates with two events. The first will be a public entertainment showing what Camp Fire means to girls who belong and what has been accomplished during the year. The other will be a week-end camping trip at one of the nearby lakes.



The Campus, Looking West

Names of Students Enrolled in the College Department 1920-1921

Special

Adams, Helen, Moorhead
Anderson, Alice V., Moorhead
Ash, Adair A., Moorhead
Colliton, Mary, Moorhead
Dickson, Anna J., Erie, N. Dak.
Eysmith, Hazel M., Fargo, N. Dak.
Garmann, Mabel O., Fargo, N. Dak.

Gosslee, Ethel, Moorhead
Graves, Albert M., Moorhead
Johnson, Gladys E., Hazen, N. Dak.
Robertson, Carita M., Moorhead
Tilseth, Edith V., Moorhead
Wright, Edgar E., Moorhead

Senior Year

Adams, Grace, Moorhead
Adams, Hulda, Pelican Rapids
Anderson, Alice M., Murdock
Anderson, Katherine, Pelican Rapids
Anderson, Laura F., Hallock
Anderson, Mildred K., Hallock
Anderson, Mildred P., Moorhead
Anderson, Theresa E., Moorhead
Sister M. Aquin, Cleveland
Atwood, Eloise, Fargo, N. Dak.
Back, K. Louise, Fergus Falls
Back, Ruth E., Fergus Falls
Bairey, Aurelia I., Tower City, N. Dak.
Barsaloux, Irene A., Argyle
Bergland, Agnes, Clearbrook
Blake, Gladys J., Luce
Bloch, Irene B., Thompson, N. Dak.
Brattenborg, Olga L., Moorhead
Brown, Anna G., Fargo, N. Dak.
Brown, Winifred, Fisher
Burke, Helena G., Beltrami
Busness, Cecelia, Erhard
Carlson, Clara A., Wolverton
Carlson, Gladys E., Lisbon, N. Dak.
Champion, Catherine A., Graceville
Christensen, Magdalene A., Young,
Sask.
Christlaw, Frances M., Glenwood
Christlaw, Isabelle M., Glenwood
Clark, Mabel E., Tower City, N. Dak.
Clarno, Lorene E., Parker's Prairie
Clasey, Vina M., Ulen
Clementson, Cora, Erskine
Colt, Beulah R. A., Englevale, N. Dak.
Cooper, Ruth, Lisbon, N. Dak.
Cornellusen, Manda B., Benson
Cram, Gladys, Fargo, N. Dak.
Cronquist, Vera I., Erskine

Dahlquist, Helen E., Lancaster
Daigle, Alice M., Ebro
Dalleir, Blanche M., Jamestown, N.
Dak.
Dann, Grace, Fargo, N. Dak.
DeLaurier, O. Frances, Long Prairie
Dewey, Edith H., Campbell
Dillan, Ellen I., Brainerd
Dougherty, Eleanor M., Minneapolis
Sister Edeltrude, LeSueur
Efteland, Esther, Shelly
Ekeberg, Joren, Fosston
Ellingsen, Cora C., Ashby
Ellingsen, Emma C., Ashby
Erickson, Louise J., Thief River Falls
Erickson, Ogda C., Litchfield.
Sister Eucharista, Morris
Fahrer, Mae Molamphy, New Rock-
ford, N. Dak.
Farley, Henrietta M., Red Lake Falls
Fletcher, Edythe E., Fertile
Flynn, Isabelle M., Beardsley
Forsberg, Elizabeth, Harwood, N. Dak.
Forster, Myrtle J., Hillsboro, N. Dak.
Foslien, Paul C., Alexandria
Fossay, Alice J., Moorhead
Fossay, Mabel E., Moorhead
Franks, Laura B., Humboldt
Gallagher, Dora A., Barnesville
Gannon, Lue E., Felton
Garceau, Marie A., Red Lake Falls
Geddes, Annabel, East Grand Forks
Gilbert, Myrtle G., Halstad
Gilbertson, Martha, Pickert, N. Dak.
Gratzek, Irene L., Perham
Gulleson, Sophie C., Henning
Gullingsrud, Olga A., Twin Valley

Hagen, Irene L., Wilton, N. Dak.
Hainer, Ruth K., Minneapolis
Hallaway, Flora A., Pelican Rapids
Halverson, Henry E., Borup
Halvorsen, Esther, Hillsboro, N. Dak.
Halvorson, Myrtle J., Henning
Hammergren, Mildred M., Brandon
Hansen, Julia C., McIntosh
Hansen, Lois C., Grandin, N. Dak.
Hansen, Rose, Badger
Haugh, Agnes, Hawley
Haugh, Lillian J., Hawley
Hazelton, Mildred, Richwood
Hegg, Inga C., Fisher
Hewitt, Bernice D., Clinton
Higgins, Felicia E., Hawley
Hinkston, Mildred M., Battle Lake
Hoag, Gertrude, Harwood, N. Dak.
Holt, Clara, Fergus Falls
Holt, Marie D., Moorhead
Hukee, Alma A., Winger
Hurl, Lottie G., Stephen
Jacobson, Hannah A., Brinkman, Mont.
Jadry, Anna M., Hitterdal
Janneck, Lillian I., Barnesville
Jermstad, Alma, Halstad
Johnson, Bessie E., Preston
Johnson, Esther R., Moorhead
Johnson, Ruth E., Argyle
Jones, Catherine M., Breckenridge
Kelly, Gertrude E., Colgate, N. Dak.
Kirchgesner, Ella C., Staples
Kitzmann, Florene A., Clarissa
Kleppe, Elizabeth, Newfolden
Kyllo, Helen A., Fargo, N. Dak.
Leeby, Lillian, Fargo, N. Dak.
Lein, Laura M., Fergus Falls
Lein, Marion C., Rothsay
Levorson, Agnes M., Fergus Falls
Lind, Minnie, Moorhead
Lindahl, Mildred B., Benson
Lindblom, Minnie E., Moorhead
Lindquist, Ester A., Warren
Lindquist, Olga J., Wylie
Lundberg, Alma M., Ortonville
Lundblad, Evelyn C., Aitkin
Lunder, Lillian H., Rothsay
Luther, Louise B., Fargo, N. Dak.
Luttrell, Belle Dudley, Warren
Lyngstad, Anna C., Halstad
Lystad, Gladys M., Ada
McGrath, Elizabeth A., Barnesville
McNellis, Angeline, Detroit
Sister Marcella, St. Joseph
Marsh, Margaret, Foxhome
Mecham, Elizabeth H., Moorhead
Medhus, Nellie, Badger
Melby, Carolyn J., Thief River Falls
Meyer, Olga Y., Twin Valley
Miller, E. Irene, Crookston
Motz, Ester, Thief River Falls
Munger, Margaret, Fergus Falls

Neillson, Gertrude E., Fergus Falls
Nicholls, May A., Argyle
Nicholls, Stella M., Argyle
Nicholson, Ethel M., Detroit
Nygaard, Belinda A., Halstad
Nyquist, Myra V., Kerkhoven
Ober, Nettie, Moorhead
Odenwaller, Ethel A., Moorhead
Olaison, Josephine, Nielsville
Olness, Anna M., Moorhead
Olsen, Gustava, Fargo, N. Dak.
Olson, Selma R., Hillsboro, N. Dak.
Olson, Viola M., Hope, N. Dak.
Overlie, Tillie, Benson
Page, Asenath R., Pelican Rapids
Paulsrud, Alice B., Fargo, N. Dak.
Pearson, Alice G., Fargo, N. Dak.
Peterson, Ann J., Frazee
Peterson, Montie A., Battle Lake
Peterson, Rhoda L. B., Erhard
Pierce, Helen C., Barnesville
Plummer, Mildred S., Hawley
Powell, Ruth M., Benson
Rage, Jeannette, Ada
Ramsey, Clara O., Syre
Rasmusson, Dagna J., Crookston
Rehbein, Dora E., Dent
Reierson, Lillie E., Perley
Rice, Marjorie E., Tower City, N. Dak.
Richards, Margaret, Moorhead
Rosel, Frederick W., Moorhead
Rude, Mabel O., Henning
Ryan, Gladys I., St. Vincent
Sands, Agnes J., Alvarado
Shields, Angeline R., Chicago, Ill.
Simpson, Lyssa E., Westport
Sjoberg, Ethel M., Moorhead
Skamfer, Lester C., Abercrombie, N. Dak.
Smith, Blanche O., Glenwood
Solberg, Ella O., Walcott, N. Dak.
Solien, Clara O., Syre
Solwold, Dagmar, Hitterdal
Stephens, Blossom, Clinton
Storm, Olga I., Ortonville
Strand, Clara M., Benson
Tandberg, Ida C., Thief River Falls
Teigen, Ruby M., Milan
Thomas, Laura A., Montevideo
Thompson, Frances A., Milan
Thorstenson, Hattie L., Battle Lake
Tibbitts, Hazel A., Michigan City, N. Dak.
Torson, Ralph I., Moorhead
Tronnes, Mabel A., Nielsville
Vennerstrom, Vida N., Battle Lake
Sister M. Victor, St. Paul
Westerson, Ethel V., Hallock
Wilken, Della M., Brandon
Wilner, Hannah I., Litchfield
Wolfe, Marie J., LaCrosse, Wis.
Wood, Lucille A., Fargo, N. Dak.

Junior Year

- Aamot, Ella H., Halstad
 Aarhus, Mabel, Borup
 Adler, Lucille J., Red Lake Falls
 Sister Agnella, Darwin
 Sister Albertus, St. Paul
 Sister Alphonse, St. Paul
 Amundson, Edith M., Wheaton
 Anderson, Alma E., Fergus Falls
 Anderson, Ella B., Detroit
 Anderson, Ella S., Beltrami
 Anderson, Elma, Beltrami
 Anderson, Emma C., Newfolden
 Anderson, Helen, Hawley
 Anderson, Kaia M., Fosston
 Anderson, Olga M., Hallock
 Aslakson, Ingeborg M., Glenwood
 Sister Assumpta, St. Joseph
 Atwood, Carol F., Fargo, N. Dak.
 Baker, Edna A., Perley
 Bakke, Edva L., Twin Valley
 Balfour, Jeanne, Fergus Falls
 Bang, Blanche J., Ada
 Barrett, Florence M., Murdock
 Barsness, Anna A., Glenwood
 Bartelsen, Agnes J., Lake Park
 Sister Basilia, St. Joseph
 Sister M. Benedict, St. Paul
 Benning, Marguerite R., Moorhead
 Benson, Gladys A., Gary
 Benson, Lizzie J., Gary
 Berg, Louise A., St. Hilaire
 Bergee, Ida L., Glenwood
 Bergen, Laura A., Hawley
 Bergman, Vina, Alvarado
 Berggren, Ruth E., Henning
 Sister Bernardina, Anoka
 Betcher, Irma, Ada
 Billings, Irene A., Audubon
 Bjerke, Agnes C., Detroit
 Bjork, Pearl C., Rosholt, S. Dak.
 Blaine, Thelma E., Frazee
 Bloch, Lillian C., Thompson, N. Dak.
 Borgen, Hilma M., Evansville
 Borgendale, Norma R., Montevideo
 Bowyer, Ella M., Browns Valley
 Boyer, Anna T., Ada
 Boyer, Mabel A., Ada
 Boyer, Martha S., Crookston
 Braaten, Olga B., Crookston
 Brainard, Mary C., Detroit
 Brandt, Ethel L., Fergus Falls
 Brandt, Ivy P., Fargo, N. Dak.
 Brenden, Inanda C., Flaxville, Mont.
 Brevig, Olga C., Moorhead
 Broberg, Inga C., Motley
 Bryant, Mildred D., Staples
 Buck, Mary, Lanesboro
 Burke, Margaret, Herman
 Butcher, Neoma L., Fairmount
 Sister M. Canice, St. Paul
 Carlander, Helen, Moorhead
 Carlberg, Helen M., Clinton
 Carlsen, Lillian C., Fosston
 Carlson, Edythe W., Parkers Prairie
 Carlson, Emma D., Moorhead
 Carlson, Hulda L., Eldred
 Carnegie, Charlotte, Stephen
 Carstens, Thekla, Sabin
 Cater, Blanche, Herman
 Caughey, Ethel E., Perham
 Cauley, Eleanor M., Graceville
 Sister Cecile, St. Paul
 Champ, Lois, Baker
 Charlson, Margaret, Fargo, N. Dak.
 Chelgren, Hannah C., Kokato
 Chesborough, Florence E., Henning
 Chisholm, Alice E., Gary
 Chisholm, Catherine A., Gary
 Chisholm, Helen M., Gary
 Christenson, Gea, Fosston
 Christenson, Lauretta E., Beardsley
 Clark, Lois F., Felton
 Sister Claude, Minneapolis
 Clementson, Millie, Fertile
 Cole, Libbie E., Pelican Rapids
 Connor, Blanche M., Park River, N. Dak.
 Converse, Vera E., Red Lake Falls
 Corneliussen, Eva, Watson
 Corneliussen, Milla E., Comstock
 Cowles, Beulah E., Eagle Bend
 Cregan, Margaret A., Graceville
 Cregan, Mary, Graceville
 Curran, Mary A., Barry
 Dahl, Ellen J., Ulen
 Dahl, Henry J., Borup
 Danielson, Edna R., Alexandria
 Danielson, Myrtle, Glenwood
 Davidson, Rachel E., Perham
 Davis, Iva L., Richville
 DeSpiegler, Mary E., Browns Valley
 Ditzler, Edythe G., Richville
 Dodd, Maud E., Montevideo
 Dolan, Clara C., Danvers
 Dolen, Alpha L., Lake Park
 Dundas, Flora, Argyle
 Dundas, Margaret, Argyle
 Dunn, Martha J., Hendrum
 Durand, Bernice M., Stephen
 Dwyer, Rose A., Dent
 Dyrud, Myrtle P., Newfolden
 Eastman, Lillian M., Glenwood
 Sister Edleta, St. Joseph
 Edlund, Ella T., Wolverton
 Edner, Muriel M., Campbell
 Edwards, Verna M., Roseau
 Effinger, Hildegarde K., Devils
 Lake, N. Dak.
 Efteland, Selma, Shelly

Eifert, Joseph F., Richville
 Ekeberg, Tillie, Fosston
 Ekern, Alpha J., Lake Park
 Ekren, Charlotte V., Pitt
 Elofson, Miriam C., Fergus Falls
 Emblom, Dora, Sauk Center
 Endresen, Lillian E., Wheaton
 Engstrom, Esther P., Rochert
 Engum, Thelma L., Detroit
 Erickson, Lillian M., Badger
 Ericson, Agnes F., Hancock
 Erlandson, Elsie I., Kennedy
 Ester, Harry E., Henryville, Ind.
 Etter, Gladys, Menahga
 Sister Evangeline, St. Paul
 Faus, Gem, Detroit
 Felde, Gladys B., Barnesville
 Fellman, Alice C., Red Lake Falls
 Sister Fidelis, St. Paul
 Fiedler, Caroline E., Crookston
 Sister Firmina, Stillwater
 Fish, Ada H., Motley
 Flamer, Violet, Fargo, N. Dak.
 Fogarty, E. Irene, Hallock
 Folstad, Clara B., Melvin
 Force, Thelma G., Ortonville
 Fossum, Hazel G., Fargo, N. Dak.
 Fossum, Huldah T., Thief River Falls
 Franks, Maurine H., Warren
 Gardewine, Rose G., Twin Valley
 Gigstad, Myrtle A., St. Hilaire
 Gilbert, S. Lucile, Battle Lake
 Gilbertson, Lena, Dalton
 Gill, Esther A., Hawley
 Sister M. Grata, St. Paul
 Gray, Bernice P., White Earth
 Green, Ivah E., Clinton
 Green, Josephine, Clinton
 Green, Olive M., Clinton
 Gregerson, Grace, Casselton, N. Dak.
 Griese, Elma L., Chokio
 Grondahl, Alma C., Ada
 Gudvangen, Alvina C., Fisher
 Gunnarson, Manda, Twin Valley
 Gusa, Hazel L., Hallock
 Gustafson, Amy C., Clitherall
 Gustafson, Annie C., Clitherall
 Gynild, Hilda M., Willmar
 Gysland, Bertline, Gary
 Haaseth, Olga B., Newfolden
 Hagen, Edith, Middle River
 Hagen, Selpha, Abercrombie, N. Dak.
 Hall, Hazel G., Parkers Prairie
 Hamre, Esther B., Crookston
 Hallaway, Julia R., Pelican Rapids
 Haney, Anna M., Collis
 Hanson, Martha, Pelican Rapids
 Hanson, Mary C., Brager
 Hanson, Viola, Henning
 Hare, Laura E., Humboldt
 Hayes, Elsie M., Fargo, N. Dak.

Hayford, Edith I., Fargo, N. Dak.
 Heggen, Myrtle T., Wheaton
 Helgeson, Cora M., Baker, Mont.
 Henderson, Frances L., Halstad
 Hendrickson, Manda E., Osla
 Hermanson, Josephine, Blackduck
 Hogenson, Clara G., Fertile
 Hogenson, Hilma G., Fertile
 Hoglund, Alice F., Fertile
 Holden, Alma H., Loury
 Holsten, Hildur, Stephen
 Holt, Mabel A., Fergus Falls
 Houg, Frances A., Rothsay
 Hovet, Esther J., St. Hilaire
 Huggett, F. Delphine, Ashby
 Hughes, Mary E., Danvers
 Hughey, Mary E., Brainerd
 Huseby, Minnie, Maynard
 Hutchins, Louise V., St. Vincent
 Ihle, Thilda, Newfolden
 Sister Immaculate, Willow City, N. Dak.
 Isaacson, Lenora, Middle River
 Jacobson, Nettie B., Ashby
 Jeans, Grace Miriam, Withrow
 Jenkins, Irene C., Humboldt
 Jesme, Irene M., Dent
 Johnson, Alma O., Echo
 Johnson, Alpha R., Karlstad
 Johnson, Betsey M., Fergus Falls
 Johnson, Clara S., Eagle Bend
 Johnson, Doris, East Grand Forks
 Johnson, Ella J., Hendrum
 Johnson, Ellen C., Drayton, N. Dak.
 Johnson, Ellen H., White Rock, S. Dak.
 Johnson, E. Louise, Lakeville
 Johnson, Gladys O., Middle River
 Johnson, Mamie E., Browns Valley
 Johnson, Olga F., Moorhead
 Johnson, Ottillie E., Pelican Rapids
 Johnson, Perry E., Frazee
 Johnson, Ruth A., Dassel
 Jones, Rosa M., Norcross
 Jorgenson, Selma N., Maynard
 Sister Juliana, St. Paul
 Kelly, Helen F., Greenbush
 Kilsberg, Ruth L., Minneapolis
 Kittelson, Laura R., Moorhead
 Kjelleberg, Tena, Hanley Falls
 Klopp, Clara M., Callaway
 Knapp, Laura I., Fergus Falls
 Knudson, Manda O., Henning
 Knudson, Ranga M., Henning
 Knutson, Nora, Fertile
 Koepke, Alice A., Browns Valley
 Koeppe, Geneva G., Detroit
 Korgen, Mollie, Newfolden
 Kronberg, Grace, Evansville
 Kronberg, Sadie L., Evansville
 Kulstad, Mary, Halstad
 Kwiatkoski, Joseph E., Tolstoi, Man.
 Lanager, Myrtle R., Crookston

- Landers, LeNora, Correll
 Landers, Lucy, Correll
 Landon, Mae L., Euclid
 Langsjoen, Lev O., Dalton
 Larson, Agnes L., Williams
 Larson, Alma O., Alvarado
 Larson, Myrtle T., Cyrus
 Larson, Petra, Oklee
 Larson, Viola C., Hendrum
 Lee, Alice R., Gonvick
 Lee, Geolina O., Morris
 Lee, Gertrude A., Ashby
 Lee, Ida L., Dalton
 Lee, Lillian, Nielsville
 Legvold, Betsey M., Thief River Falls
 Legvold, Ida G., Thief River Falls
 Lent, Goldie, Barnesville
 Leseman, Hertha I., Bertha
 Levorson, Clara H., Brooten
 Lill, Clara L., Battle Lake
 Lindberg, Lucile R., Minneapolis
 Lindboe, Elsie K., Montevideo
 Lindig, Esther E., Wheaton
 Lindquist, Helen O., Wheaton
 Lindquist, Myrtle H., Dawson
 Lindstrand, Dagny C., Warren
 Locken, Julia M., Crookston
 Lodoen, Gundy C., Warren
 Longballa, Gladys E., Henning
 Loomis, Helen F., Fargo, N. Dak.
 Sister Louis Bertrand, St. Paul
 Lund, Gina M., Hillsboro, N. Dak.
 Lund, Hannah E., Moorhead
 Lund, Ivy H., Farwell
 Lunder, Gladys K., Rothsay
 Lynes, Virginia F., Ada
 McArthur, Grace E., Hancock
 McCagherty, Catherine A.
 McCauley, Maude L., Glenwood
 MacDermond, Bertha, Sauk Centre
 McDonald, Anna C., Rosemount
 McDonald, Anna I., Ellendale, N. Dak.
 McInnis, Helen F., Breckenridge
 MacKenzie, Myrtle C., Humboldt
 McLane, Irene M., Ortonville
 McMillan, Violet E., Lancaster
 MacRae, Verna M., Beltrami
 Mader, Esther R., Dent
 Sister M. Marcia, Cleveland
 Sister Maria, St. Joseph
 Martin, Effie M., Oslo
 Martinson, Esther A., Clinton
 Sister Mary Rose, St. Paul
 Matson, Alice C., Gary
 Matson, Genora B., Gary
 Matthew, Lillian E., Humboldt
 Mattson, Ella M., Badger
 Sister Maura, LeSueur Center
 Mecham, Loren, Glyndon
 Mellum, Eleanor O., Ulen
 Metcalf, Jessie A., Glyndon
 Meyer, Hazel M., Dent
 Michelsen, Magnhild, Minneapolis
 Miller, Esther E., Minneapolis
 Miller, Muriel L., Minneapolis
 Minnis, Nellie I., Hampden, N. Dak.
 Mjogdalen, Amiee M., Hillsboro, N. Dak.
 Moe, Ella, Ada
 Moe, Olga H., Detroit
 Moen, Pearl, Granite Falls
 Moen, Ruth A., Underwood
 Moen, Thelma, Rothsay
 Monson, Edna M., Fergus Falls
 Monson, Evelyn J., Moorhead
 Mortenson, Agnes C., Benson
 Mulvey, Kathryn A., Stephen
 Sister Myra, St. Paul
 Nelson, Betsey C., Parkers Prairie
 Nelson, Carl A., Eagle Bend
 Nelson, Esther M., Mound
 Nelson, Florence O., Clinton
 Nelson, Lillian A., Wheaton
 Nelson, Gyda, Brooten
 Nelson, Myrtle E., Moorhead
 Nelson, Pearl I., Hallock
 Nelson, Rachel A., Moorhead
 Nelson, Wylie M., Coleraine
 Nettetstad, Ruth A., Pelican Rapids
 Newman, Alice H., Barrett
 Nicholson, Ann Adell, Fergus Falls
 Nolan, Veronica B., Minneapolis
 Noben, Alpha T., Herman
 Norby, Hilda, Fosston
 Nylander, Signe E., Audubon
 Nylen, Alma M., Argyle
 Nylen, Edla E., Argyle
 O'Kelly, Nora E., Detroit
 O'Kerson, Florence A., Rosholt, S. Dak.
 Olsen, Tilda, McIntosh
 Olson, Bertina P., Echo
 Olson, Guida, Brooten
 Olson, Gunda M., Vining
 Olson, Helen A., Glenwood
 Olson, Mabel A., Frazee
 Sister Ophelia, St. Paul
 Parke, Isa F., Park River, N. Dak.
 Patterson, Dayze, Frazee
 Pehl, Irene M., Campbell
 Peterson, Alice M., Barrett
 Peterson, Alma S., Ashby
 Peterson, Alma V., Ulen
 Peterson, Amelia E., Stephen
 Peterson, Clara E., Hancock
 Peterson, Erna P., Collis
 Peterson, Mabel E., Hawley
 Philipp, Irene F., Moorhead
 Phillips, Bernice, Mahanomen
 Pierce, Gladys R., Breckenridge
 Pomeroy, Vera L., Moorhead
 Preston, Gordis, Moorhead
 Prigge, Theresa C., Ada
 Probert, Elizabeth, Sheldon, N. Dak.

- Probert, Grace, Sheldon, N. Dak.
 Probert, Jennie, Sheldon, N. Dak.
 Quam, Amanda J., Hendrum
 Quigley, Winifred C., Danvers
 Randorf, Elsie M., St. Hilaire
 Rank, Belinda, Landa
 Rasmussen, Rosella N., Crookston
 Reeder, Ralph R., Windfall, Ind.
 Reedy, Ruth M., Graceville
 Reilly, Mary C., Moorhead
 Rhodes, Barbara M., Staples
 Richardson, Gertrude E., Roseau
 Rime, Clara E., Murdock
 Robertson, Ethel T., Danvers
 Robertson, Wallace, Moorhead
 Rosvold, Pauline, Motley
 Rothnem, Gunhild T., Fargo, N. Dak.
 Roxstrom, Minnie A., Luce
 Rundquist, Myrtle T., Lancaster
 Russell, Olive M., St. Vincent
 Ryerson, Viola, Rollag
 Rykken, Viola M., Danvers
 Salo, Ellen S., Dopelius
 Sister Sarita, St. Paul
 Scheide, Mignon I., Perley
 Schlattman, Ruby E., Alberta
 Schliep, Tressa A., Hancock
 Schmidt, Almira S., Belgrade
 Schmidt, Mildred M., Belgrade
 Schneider, Myrtle C., Randall
 Scott, Grace J., Dilworth
 Schultz, Flave D., Montevideo
 Sears, Vivian G., Motley
 Sebey, Gladys, Echo
 Sebey, Theola, Foxhome
 Seebey, Ethel M., Rosholt, S. Dak.
 Serum, Minnie, Halstad
 Setterman, Mabel F., Grove City
 Severtson, Stella P., Mahnomen
 Siemer, Minnie E., Barnum
 Siggerud, Marie E., Williams
 Simenstad, Olga M., Benson
 Sinnott, Florence E., Stephen
 Sinnott, Myrtle A., Stephen
 Skrei, Anne, Glyndon
 Smith, Addie B., Ortonville
 Smith, George J., Doran
 Solien, Alma H., Syre
 Spring, Anna Isaacs, Sleepy Eye
 Stafne, Anna L., Abercrombie, N. Dak.
 Stafne, William, Abercrombie, N. Dak.
 Staples, M. Marie, Breckenridge
 Steen, Josephine I., Ortonville
 Stene, Valberg M., Vining
 Stevanus, Edna M., Graceville
 Stoneberg, Ada M., Chokio
 Storien, Selma, Hallock
 Storm, Arthur, Menahga
 Studlien, Alida B., Moorhead
 Sunderland, Anna, Badger
 Sunderland, Myrtle C., Badger
 Sundstrom, Alice A., Wolverton
 Sister Susanna, LeSueur
 Sutcliff, Marjorie M., Litchfield
 Sveum, Lena E., Fosston
 Swartengren, Hilda C., Motley
 Swenson, Florence V., Brooten
 Sylte, Vivian M., Hillsboro, N. Dak.
 Sister M. Sylvania, St. Paul
 Tandberg, Emma T., Thief River Falls
 Tengblad, Aurora I., Hallock
 Sister Theona, St. Joseph
 Sister Theonilla, St. Joseph
 Sister M. Theresia, St. Joseph
 Thomason, Marie C., Benson
 Thompson, Alice, Hendrum
 Thompson, Innis M., Henning
 Thompson, Kathryn A., Baker
 Thompson, Marjorie, Baker
 Thoreson, Helen A., Henning
 Tischer, Esther C., Maynard
 Torgersrud, Doris E., Norcross
 Torske, Edna, Ada
 Trettin, Ada W., Herman
 Tully, Agnes, Barnesville
 Undseth, Clara, Elbow Lake
 Vang, Cora, Hillsboro, N. Dak.
 Veale, Dorothy A., Borup
 Veale, Vina E., Borup
 Vigen, Birdie T., Hendrum
 Wagner, Dorothy A., Richville
 Wagner, Mary V., Red Lake Falls
 Waloch, Teresa A., Stirum, N. Dak.
 Waschell, Clara A., Wheaton
 Watters, Mae S., Hendrum
 Weybrauch, Harriet M., Rothsay
 Wechsler, Bernice L., Correll
 Wentworth, Grace M., Fergus Falls
 Westerson, Levina A., Hallock
 Whaley, Ruth E. M., Hawley
 Wigen, Theressa K., Hendrum
 Windahl, Annabelle, Newfolden
 Wright, Henry M., Moorhead
 Younggren, Ethel M., Northcote
 Zent, Clara L., Fergus Falls
 Zimpel, Malvina, Red Lake Falls

Third Year

- Alsaker, Clara E., Rosholt, S. Dak.
 Anderson, Ellen E., Moorhead
 Anderson, Ethel May, Moorhead
 Anderson, Jennie E., Hallock
 Anderson, Stella B., Moorhead
 Arfstrom, Agnes H., Ashby
 Arneson, Elnora C., Puyallup, Wash.
 Becker, Lillian P., Campbell
 Bennett, Mabel, Fargo, N. Dak.
 Blestrude, Martha, Underwood

Boe, Torfin, Fargo, N. Dak.
 Bowman, Mabel E., Fargo, N. Dak.
 Braaten, Grace, Fergus Falls
 Cooley, Rose E., Forada
 Dexter, Elizabeth M., Orleans
 Distad, Mildred J., Moorhead
 Drake, Ivy L., Moorhead
 Erickson, Alice E., Christine, N. Dak.
 Erickson, Edna V., Verndale
 Erstad, Maybelle C., Kindred, N. Dak.
 Evenson, Ella T., Wolverton
 Evernham, Maud, Moorhead
 Flaa, Christine I., Abercrombie, N. Dak.
 Gates, Dewey F., Moorhead
 Gates, Donald D., Moorhead
 Hagen, Martha E., Prosper, N. Dak.
 Hanson, Adele H., Horace, N. Dak.
 Hanson, Bertha, Hawley
 Hanson, Elmer O., Fargo, N. Dak.
 Hanson, Mabel C., Christine, N. Dak.
 Holm, Ethel H., Clitherall
 Johnson, Anna C., Kensington
 Johnson, Josephine L., Averill
 Johnson, Ruth W., Moorhead
 Klaboe, Jonette P., Audubon
 Klevan, Bertine, Starbuck
 Lundberg, Vivian I., Kennedy
 Mellum, Alice J., Ulen
 Monson, Annie L., Orleans
 Nelson, Agnes N., Eagle Bend
 Newton, Eva H., Pembina, N. Dak.
 Olson, Nellie, Moorhead
 Peterson, Isabel E., Prosper, N. Dak.
 Porten, Ollie H., Alvarado
 Sandgren, Anna S., Fargo, N. Dak.
 Skalet, Ella L., Nielsville
 Song, Ruby V., Rothsay
 Underdahl, Melvin, Georgetown
 Wentz, Helen B., Moorhead
 Wigdahl, Alice J., Rothsay
 Wood, Dorothy A., Moorhead
 Wright, Florence I., Felton

Second Year

Aanenson, Tilda, Nielsville
 Aanru, Clara, Flaming
 Anderson, Ardy E., Henning
 Anderson, Clara A., Jelle
 Anderson, Emma E., Morris
 Antonsen, Katherine E., Frazee
 Bean, Helen M., Moorhead
 Benson, Edna M., Dalton
 Benson, Lillie O., Wendell
 Benson, Martha R., Erskine
 Benson, Myrtle A., Erskine
 Bentilla, Edith, New York Mills
 Betz, Esther G., Onalaska, Wis.
 Bjorke, Arvid G., Abercrombie, N. Dak.
 Bredeson, Nora, Lake Park
 Brisbane, Gladys M., Morris
 Brown, Irene K., Chokio
 Brown, Mayme, Chokio
 Burke, Mary L., Juanita, N. Dak.
 Byler, Maysel V., Moorhead
 Carlin, Lillian A., Donnelly
 Carlson, Nina B., Shelly
 Carlson, Nina E. O., Clitherall
 Carlson, Olga C., Frazee
 Carlson, Stella H., Stephen
 Carlson, Viola T., Strandquist
 Carter, Edith A., Gardner, N. Dak.
 Chilton, Irene G., Mahnomen
 Chilton, Jennie M., Mahnomen
 Christianson, Edna M., Breckenridge
 Claypool, Nona K., Underwood
 Clow, Beatrice M., Orleans
 Crow, Nina E., Pelican Rapids
 Dahl, Mabel J., Borup
 Danborn, Lillian F., Detroit
 Dibley, Zana M., Wolverton
 DuFrene, Violette C., Norcross
 Dustrud, Olga V., Horace, N. Dak.
 Eckman, Emma, Moorhead
 Edenstrom, Annie M., Wolverton
 Efteland, Idella H., Shelly
 Eggert, Lillian M., Mapleton
 Eia, Hannah, Shelly
 Eklund, Horace K., Moorhead
 Evernham, Fae V., Moorhead
 Gryting, Anna S., St. Hilaire
 Gunderson, Agnes, Moorhead
 Halland, Lillian, Comstock
 Hagen, Esther H., Prosper, N. Dak.
 Hagen, Hazel, Moorhead
 Hawley, Maude L., Wolverton
 Hole, Alpha T., Dalton
 Holecek, Winifred G., Brushvale
 Huglen, Christine J., Dalton
 Iverson, Ralph E., Ashby
 Jacobson, Sophie, Colfax, Wis.
 Johnson, Alice A., Menahga
 Johnson, Jessie R., Warroad
 Johnson, Judith M., Averill
 Johnson, Myrtle A., Parkers Prairie
 Johnson, Ruth V., Menahga
 Karlstrom, Ethel A., Moorhead
 Kastet, Clara, Rothsay
 Kastet, Olga J., Rothsay
 Kittelson, Olga C., Pelican Rapids
 Kjolhaug, Florence Anderson, Conyick
 Koller, Harriet P., New York Mills
 Koyonen, Mary S., New York Mills
 Kylo, Olga O., Fargo, N. Dak.
 Kyro, Fannie L., New York Mills
 Langei, Cora O., Plummer
 Larson, Bertha E., Fertile
 Larson, Bertha O., Underwood
 Lee, Clara M., Gary

Leiser, Gertrude A., Moorhead
 Leitch, Margie, Underwood
 Loiten, Clara A., Winger
 Lukken, Alice C., Parkers Prairie
 McDougall, Eleanor B., Richwood
 McNally, Theresa, Chokio
 Manley, Elsie A., New York Mills
 Moen, Alma M., Terrace
 Moen, Lena, Rothsay
 Mundell, Lillian B., Strathcona
 Murie, Clara, Moorhead
 Myers, Clara T., Moorhead
 Narum, Alma C., Fosston
 Nokken, Anna L., Moorhead
 Nordstrom, Harold W., Moorhead
 Norem, Mary, Alexandria
 Nyleen, Esther A., Clearwater
 Olsen, Ruth, Karlstad
 Olson, Henrietta L., Starbuck
 Olson, Ludikka B., Strathcona
 Olson, Minnie, Halma
 Olson, Minnie E., Lake Park
 Olson, Winnifred I., Warroad
 Orvedal, Ethel I., Fargo, N. Dak.
 Orvedal, Tillie A., Fargo, N. Dak.
 Ose, Helga, Thief River Falls
 Ostby, Edna L., Hendrum
 Pajari, Julia C., New York Mills
 Paul, Elsa M., Beltrami
 Paul, Emma C., Beltrami
 Peake, Mavis S., Rothsay
 Peterson, Minnie A., Grove City
 Predmore, Eva G., Norcross
 Rand, Lena, Ortonville
 Reilly, Whitney, Moorhead
 Rekedal, Petra V., Alexandria

Riddle, Hazel W., Moorhead
 Robertson, Bruce D., Moorhead
 Robinson, Mary E., Moorhead
 Roth, Bernice E., Ada
 Sanders, Joe E., Moorhead
 Schmidt, Louise M., Glyndon
 Severin, Mildred E., Hancock
 Shoen, Dora G., Maple Plain
 Shurson, Cora H., Elbow Lake
 Simmons, Vernon L., Moorhead
 Skalman, Luella A., Moorhead
 Smith, Mary L., Leader
 Solmon, Alice M., Georgetown
 Sorenson, Gertrude A., Lancaster
 Stafne, Rudolph P., Abercrombie, N. Dak.
 Steen, Annie J., Ada
 Stensland, Laura J., Fargo, N. Dak.
 Studlien, Annie C., Moorhead
 Sundet, Nina E., Moorhead
 Thomas, Genevieve M., Staples
 Thompson, Norris T., Moorhead
 Tofsly, Selma R., Crookston
 Trageton, Helma, Northwood, N. Dak.
 Tranholt, Helma P., Gary
 Tschabold, Phylis L., Henning
 Tysseland, Alma J., Barnesville
 Tysseland, Selma, Barnesville
 Wagstrom, Vastie E., Pelican Rapids
 Waller, Myrtle L., Twin Valley
 Vanderemer, Katie, Georgetown
 Weik, Arnold G., Pelican Rapids
 Weiss, Naomi T., Moorhead
 Western, Bertha, Rothsay
 Widger, Esther A. M., Plummer
 Witherow, Grace B., Moorhead
 Wyatt, Belle L., Moorhead

First Year

Amundson, Helen, Erskine
 Amundson, Selma M., Kent
 Andersgaard, Helen V., Comstock
 Anderson, Enid S., Wahpeton, N. Dak.
 Anderson, Esther E., Morris
 Anderson, Mamie K., Greenbush
 Andesron, Myrtle F., Rosholt, S. Dak.
 Anderson, Myrtle G., Greenbush
 Anderson, Nettie M., Grygla
 Anderson, Victor K., Moorhead
 Anstadt, Ella E., Center, N. Dak.
 Ask, Carl, Gonvick
 Bah, Sina O., Ashby
 Bakke, Sigrid J., Nielsville
 Bannon, Ella Brooks, Staples
 Beckman, Jennie E., Evansville
 Benson, Hazel M., Davenport, N. Dak.
 Berg, Lillian A., Frazee
 Bernhardson, Alma L., Strandquist
 Bieser, Wilhelmine F., Morris
 Bielfeldt, Laurence J., Moorhead
 Bjorquist, Paul F., Moorhead

Bowyer, Nina H., Brown's Valley
 Boyum, Emma J., Fergus Falls
 Brink, Martha, Fargo, N. Dak.
 Brown, Elsie E., Fargo, N. Dak.
 Budd, Mabel, Wannaska
 Butler, Dorothy A., Williams
 Caine, Hazel M., Roseau
 Carlander, Henry C., Moorhead
 Carlin, Mae R., Donnelly
 Carlson, Clara M., Newfolden
 Carstens, Irma, Sabin
 Corneliusen, Cora, Benson
 Dahlquist, Hazel I., Starbuck
 Dallum, Emrose B., Garland
 Daly, Bessie E., Beardsley
 Dowd, Jack R., Dilworth
 Driscoll, Marie L., Beardsley
 Dustrud, Walter, Moorhead
 Eastvold, Oliver N., Borup
 Edwards, George W., Moorhead
 Edwards, Harold, Moorhead
 Edwardson, Nellie V., Fox

- Eggert, Mabel A., Mapleton, N. Dak.
 Eidem, Anna, Greenbush
 Erickson, Emma E., Verndale
 Erickson, Myrtle A., Duxby
 Fjaer, Allie A., Rollag
 Flikke, Charlot, Lockhart
 Forsberg, Lilly A., Harwood, N. Dak.
 Foster, Marguerite A., Duxby
 French, Mabelle L., Billings, Mont.
 Galvin, Mary I., Barrett
 Gierke, Minnie M., Moorhead
 Goodale, Eva M., Fertile
 Graft, Jude B., Haug
 Graves, Ethel M., Dilworth
 Grier, Elbert E., Moorhead
 Guderian, Helen N., Wolverton
 Gunderson, Gordon, Moorhead
 Gustafson, Emelia, Pelican Rapids
 Haagenon, Inga J., Greenbush
 Haaven, Selma M., Plummer
 Hagen, Bendikka, Abercrombie, N. Dak.
 Hall, Frances M., Dilworth
 Halmrast, Eleanor, Moorhead
 Halvorson, Ella M., Wanke
 Hanson, Edith A., Prosper, N. Dak.
 Hanson, Mabel, Haug
 Heifner, Cyrus W., Rosholt, S. Dak.
 Helstad, Hazel C., Pine Creek
 Henderson, Olive G., Frazee
 Hendrickson, Elesa, St. Hilaire
 Hicks, Irene E., Comstock
 Hokanson, Hannah C., Garfield
 Iverson, Hanzina, Hampden, N. Dak.
 Jahr, Inez A., Moorhead
 Jamps, Lillian L., New York Mills
 Jerde, Helen M., Moorhead
 Johnson, Bertha, Rothsay
 Johnson, Clara G., Pelan
 Johnson, Evelyn M., Winger
 Johnson, John G., Belview
 Johnson, Ruby M., Averill
 Jorgensen, Edna D., Pilot, N. Dak.
 Jorgenson, Hilda J., Goodridge
 Kalin, Eleanor, Moorhead
 Karlstrom, Elma W., Moorhead
 Karlstrom, Emily J., Moorhead
 Kidder, Lucy G., Richville
 Kieri, Isabella C., New York Mills
 Kirkhorn, Alpha V., Rustad
 Kittilstved, Algunda S., Doran
 Knutson, Clara J., Fisher
 Kowalski, Martin, Moorhead
 Larson, Augusta, Roseau
 Lee, Jessie, Pencer
 Lindblom, Gustav A., Moorhead
 Loudon, Dorothy E., Moorhead
 Lukken, Inez E., Parkers Prairie
 Lundin, Wallace, Moorhead
 McCabe, Mary L., Rothsay
 McMahon, Mary, Detroit
 Martinson, Minnie L., Audubon
 Mero, Vivian D., Ada
 Miller, Roy H., Moorhead
 Moser, Analla, Greenbush
 Nelson, Clara M., Clontarf
 Nelson, Emily A., Duxby
 Nelson, Florence L., Comstock
 Nelson, Ida G., Lockhart
 Nelson, Ida M. C., Comstock
 Nelson, Lottie E., Lockhart
 Nelson, Marnie, Luverne, N. Dak.
 Nelson, Nettie, Lockhart
 Nelson, William, Moorhead
 Ness, Ronnaug, Fargo, N. Dak.
 Norris, Edna M., Williams
 Olsen, Emily, Badger
 Olsgaard, Oscar L., Comstock
 Olson, Maurice, Moorhead
 Olson, Nanna J., Local
 Omberg, Edna M., Hawley
 Overby, Rudolph, Moorhead
 Page, Grace J., Browns Valley
 Palmer, Mabel L., Northcote
 Parker, Lydia A., Doran
 Paxton, Frank, Moorhead
 Paxton, Lily M., Moorhead
 Pederson, Clara P., Haug
 Peterson, Esther M., Moorhead
 Prindle, Helen, Moorhead
 Probstfield, Clairella M., Moorhead
 Qualley, Myrtle E., Moorhead
 Rhodes, Althea A., Moorhead
 Riste, Myrtle C., Hendrum
 Robinson, Beija B., Rollag
 Robinson, Ruth G., Rollag
 Rolin, Florence L., Breckenridge
 Ruediger, Ida M., Wolverton
 Rufer, William D., Moorhead
 Rundgren, Maynard, Moorhead
 Rusness, Bernard W., Moorhead
 Rustan, Bertina, Greenbush
 Schoonover, Grace C., Norcross
 Setran, Bella E., Badger
 Shawstad, Guida, Gary
 Sjoquist, Annie C., Wannaska
 Sjoquist, Ellen, Wannaska
 Sjoquist, Selma L., Wannaska
 Smith, Janet H., Rustad
 Smith, William H., Moorhead
 Stahlberg, John A., Strathcona
 Storle, Martena, Lake Park, Sask.
 Strehlow, Florence A., Dent
 Stromme, Marvel O., Butte, Mont.
 Thoreson, Olga A., Moorhead
 Thun, Josephine O., Rollag
 Tollefson, Bertine E., Goodridge
 Tollefson, Tellef, Goodridge
 Trach, Dorothy O., River
 Wagenius, Lillian W., Holmes City
 Wahl, Nora A., Haug
 Wefold, Karen, Hawley
 Wefold, Martha I., Hawley
 Wharton, Beula, Wolford
 Wheeler, Helen L., Hiltredal
 Wilg, Stella I., Moorhead
 Williams, Walter C., Moorhead
 Wilson, Christle I., Humboldt
 Wyatt, Lloyd B., Moorhead
 Zuberbler, Beatrice A., Badger

Minnesota Counties Represented

Aitkin	1	Pope	19
Anoka	1	Ramsey	17
Becker	36	Red Lake.....	11
Beltrami	9	Roseau	45
Big Stone.....	25	Stearns	14
Brown	1	Stevens	20
Carlton	1	Swift	20
Carver	1	Todd	14
Cass	2	Traverse	14
Chippewa	12	Wadena	3
Clay	197	Washington	2
Clearbrook	1	Wilkin	33
Clearwater	1	Wright	1
Crow Wing.....	2	Yellow Medicine	5
Dakota	2		
Douglas	15		
Filmore	1	Other States	
Grant	22	Illinois	1
Hennepin	10	Indiana	2
Itasca	1	Kansas	1
Kandiyohi	2	Montana	4
Kittson	36	North Dakota.....	113
Lac Qui Parle....	1	South Dakota.....	7
Le Sueur.....	4	Washington	2
Mahnomen	4	Wisconsin	2
Marshall	37		
Martin	1	Other Countries	
Meeker	5	Canada	3
Morrison	5		
Norman	73	Total.....	1,048
Otter Tail.....	113		
Pennington.....	17		
Polk	54		

SUMMARY OF ENROLLMENT

Teachers College

Special	13
Senior year.....	194
Junior year.....	461
Third year.....	52
Second year	146
First year	183

1049

Elementary School

Higher grades	84
Middle grades.....	133
Lower grades.....	91
Kindergarten	75

383

Deducting names counted twice.....	73
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310

Total.....

Enrollment in Teachers College, summer term

Enrollment in Teachers College, September to June.....

Certificate of Scholarship and Character
TEACHERS STATE COLLEGE, MOORHEAD
Application for Admission

M.....attended the
.....school at.....
for a period of.....years. Graduated.....19....

SUBJECTS	Weeks Taken	No. of Reci- tations a week	Final St'd	Adv. Credit	SUBJECTS	Weeks Taken	No. of Reci- tations a week	Final St'd	Adv. Credit
COMMERCIAL					MATHEMATICS				
SUBJECTS					Arith., Senior				
Bookkeeping					Algebra				
Stenography					Geometry, Plane				
Typewriting					Geometry, Solid...				
DOM. SCIENCE					MUSIC				
Cooking					PHYSIC. SCIENCE				
Sewing					Agriculture				
DRAWING					Botany				
ENGLISH					Chemistry				
Composition					Geography, Senior				
Grammar, Senior..					Geography, Physic.				
Literature, Amer...					Physiology				
Literature, Eng....					Physiography				
Rhetoric					Physics				
GERMAN					Zoology				
Reader and Gram.					SOCIAL SCIENCE				
Second Year.....					Amer. Hist., Sen'r				
Third Year					Ancient History...				
Fourth Year					Mediaeval History				
LATIN					Modern History...				
Latin Lessons					English History...				
Caesar					General History...				
Cicero					Civics				
Virgil					Economics				
MANUAL TRAIN.					OTHER SUBJECTS				
Shop Work				
Mech. Drawing								

I certify that the foregoing statement is correct, as shown by the records of
the school named above, and that I believe h....to be a person of good character.
Signed.....
Date.....19.... Title.....

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